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ABSTRACT

This curriculum guide combines language arts skills development with health concepts for kindergarten through third grade students. Instructional emphasis is placed on preparing students to maintain or improve their health. Specific objectives dealing with values awareness, inquiry, problem solving, communication, and decision making related to preventing illness, injury, or harmful behavior are emphasized in the described activities. Each lesson lists student objectives, grade level, materials, teaching procedures, follow-up activities, and references. (CB)

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Supplement

Health Education Instructional Guide [K-3]

Office of Instructional Services/General Education Branch ◻ Department of Education ◻ State of Hawaii ◻ RS 87-1838 ◻ June 1987

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FOREWORD

Schools, the home and the community play vital roles in helping young children to understand the growth changes they are experiencing and to assume increasing responsibility for their own health as well as the health of others as they mature. In the elementary school years, the primary focus in health education is on acquiring information about growth and development; interacting with people and ideas; and decision-making related to health risks students face as they grow and mature.

This curriculum guide updates the 1983 version and includes a Wellness Supplement. The supplement is a product of the "Wellness, the Key to Learning" Project funded by ECIA Chapter 2 during 1983 - 1985. The supplement is designed to combine Language Arts skills with health concepts.

Skills of values awareness, inquiry, problem-solving, communicating, and decision-making related to preventing illness, injury or harmful behavior are developed throughout the guide. Schools share with parents and the community the responsibility for educating young people so that they become healthy, self-confident individuals. Effective implementation of this curriculum guide will contribute to our students assuming responsibility for the protection and improvement of their health and the health of their family and community.

Charles T. Toguchi
Superintendent

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Lynda Asato, Education Specialist II, Health Education, who as Project Director provided a wealth of knowledge and an exhaustless supply of faith and hope during the two years of the project's existence; and the needed leadership in the final preparation of this document.

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Dr. Mildred Higashi, Administrator, Science and Mathematics Section, who provided assistance and advice to the project in the final preparation of this document.

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NOTE TO ADMINISTRATORS

In addition to directing teachers at your school to implement health education as a high priority, your supplying materials as well as moral support is crucial. While many of the lesson plans in this supplemental package can be used without commercial resources, there are some lessons that depend on certain teaching kits, books, tapes, etc. The creators of these lesson plans chose to include these lessons because of the high quality and effectiveness of these materials. Purchasing any or all of the following would make your teachers' job much easier. The resources are available for review at the Central Oahu Teacher Center at Aliamanu Elementary School, or contact your District Health Education Coordinator for advice/assistance.

Write or call:	Title:	For use in grade(s):	Price:
Any Bookstore (see "Yellow Pages" Directory)	various books (see individual lesson plans)	K - 6	varies
Follett Library Book Co. 4506 Northwest Highway Crystal Lake, Illinois 60014	various books (see individual lesson plans)	K - 6	varies
Comprehensive Health Education Foundation (CHEF) 20832 Pacific Highway South Seattle, Washington 98188	Project Choice--Cancer Prevention Curriculum Kits (1 per grade level)	K - 6	$900
Food First Books 1885 Mission Street San Francisco, California 94103	Food First Curriculum	2 (Teacher Reference) and 6	$12
Harcourt Brace Jovanovich, Inc. Western Region 3800 Lakeville Highway Petaluma, California 94952	Health: Decisions for Growth--Blue, Program A	3	$60
Self Management Tapes 1534 Oakstream Houston, Texas 77043	Peace, Harmony, Awareness (set of 6 cassette tapes)	3 - 6	$65
Any Record Store (see "Yellow Pages" Directory)	Comfort Zone (music by Steve Halpern)	3	$12
F. L. I. Learning Systems, Inc. P. O. Box 2233 Princeton, New Jersey 08450	Chug--An Elementary Alcohol Education Kit	3 and 6	$87
Charles E. Merrill Publishing Co. (Local Representative: Robert Lambert, phone: 536-1663 1325 Nuuanu Avenue #203 Honolulu, Hawaii 96817)	Family Living and Human Reproduction	5 (Teacher Reference)	$3.75

NOTE TO TEACHERS

It is the hope of the authors of this supplemental packet that, as you use these lesson plans, you will become more comfortable in using your Language Arts period to teach Health. The topic of Health is so relevant to students that to speak and write about it is usually sheer pleasure for them. The result then is that while they are learning Health content, the students are also learning and practicing Language Arts skills.

It is recommended that you insert this supplemental packet into your Health Education Instructional Guide (K-6). The lesson plans are paginated in such a way that they can be placed with the already existing health lessons at each of the grade levels. Placing these pages in their designated locations will help you to see how it fits into the scope and sequence of the Health Education Instructional Guide. Familiarizing yourself with the lessons for the grade levels other than your own will prove helpful, as the lessons all contain valuable health information and references.

Do not feel that because you are not an expert in the area of Health that you cannot teach Health. If your students ask you questions that you can't answer, direct them to the library, the school nurse, or a community health agency. Health encompasses a field of knowledge that is ever-growing and ever-changing. You cannot be expected to know everything. But choosing not to teach Health because of these reservations would be a great disservice to your students. Besides, teaching Health has some definite advantages. Because a good teacher always models what he/she is teaching, teaching Health results in you feeling good too!

Do not feel compelled to adhere to the lesson plans exactly as written. Just keep the lesson objectives in mind and adjust as necessary for your students. Some lessons may only require a short amount of class time. With others, you may want to extend them over a period of days or weeks. Check with the school librarian for the books, teaching kits, etc. that are listed at the beginning of each lesson plan under "Materials." In almost every lesson, storybook references are listed for additional opportunities to expand on the objective of the lesson. If your library does not have them, check them out from the Central Oahu Teacher Center at Aliamanu Elementary School or contact your District Health Education Coordinator for advice/assistance.

In addition to using the lesson plans included in this supplemental packet, you can also expand your health instruction by reading and clipping the current news in the health section of the local newspaper, and/or by using any or all of the following:

Nutrition Education Instructional Guide, K-3 and 4-6. (Office of Instructional Services/General Education Branch, Department of Education, State of Hawaii, September 1984)

Excellent lesson plans that actively involve the students; at least 15 lessons for each grade level (see pp. v-vii). The guides are available in your school library.

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Project Choice--A Curriculum in Cancer Prevention, K-6. (Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984)

Lesson plans designed to assist in the development of critical thinking skills as they relate to cancer risk-reduction and wellness. Each grade level kit comes complete with all the materials needed for these hands-on, activity-oriented lessons. This kit is found at the Central Oahu Teacher Center at Aliamanu Elementary School on Oahu and Waimea Canyon School and Waimea High School on Kauai. Contact your District Health Educator Coordinator for assistance in obtaining kits.

Note: While the focus of the lessons is prevention, there is some discussion of cancer treatment. In this regard, Project Choice emphasizes common medical procedures. To balance the picture out with the idea of patient involvement and the effects of positive thoughts and emotions on the healing process, read The Healing Heart by Norman Cousins (Avon, 1983) and Mind as Healer, Mind as Slayer by Kenneth R. Pelletier (Dell, 1977). Also available in the Central Oahu Teacher Center at Aliamanu Elementary School.

Games Children Should Play by Mary K. Cihak and Barbara Jackson Heron. (Palo Alto, California: Scott Foresman, c. 1980)

Sequential lessons for teaching communication skills in grades K-6. These lessons help you teach students to recognize feelings, listen to others, send and receive nonverbal messages, express feelings, solve problems and assert rights. Reproducible worksheets are included. Available in the Central Oahu Teacher Center at Aliamanu Elementary School on Oahu.

The Centered Teacher by Gay Hendricks. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., c. 1981)

Includes more than 60 mind-body awareness activities for teachers and their students that acknowledge and nurture the whole student and the whole teacher. Also includes practical suggestions of ways to avoid burnout and deal with stress. Available in the Central Oahu Teacher Center at Aliamanu Elementary School on Oahu.

100 Ways to Enhance Self-Concept in the Classroom by Jack Canfield and Harold C. Wells. (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., c. 1976)

Collection of classroom activities that foster positive self-images in students. Available in the Central Oahu Teacher Center at Aliamanu Elementary School on Oahu.

INTRODUCTION

PURPOSE:

The purpose of this Wellness supplement is to enable teachers to integrate Health content with Language Arts skills into a meaningful Foundation Program curriculum for kindergarten through grade 6.

OBJECTIVES:

Instructional emphasis in this supplement, as in the Health Education Instructional Guide, K-6, is on preparing students to maintain or improve their health. Specific objectives are for students to acquire accurate health information and to gain problem-solving and decision making experiences which will contribute to positive attitudes, values awareness, and responsible health practices.

OVERVIEW:

The concepts and objectives in this supplement are based upon those of the School Health Education Study (SHES). The arrangement by grade level of the concepts follows the designation in the Health Education Instructional Guide, K-6. A related objective is the Foundation Program Objective V: Develop Physical and Emotional Health. The student performance expectations (revised 1986) for grades K-3 are:

Cluster A:
- Names the major body parts and organs.
- Discovers that all living things come from other living things.
- Identifies ways in which one grows over a period of time.
- Identifies how offspring resemble their parents.
- Describes the role and responsibilities of individuals within the family and how each contribute to the physical and emotional health of other family members.

Cluster B:
- Identifies personal health practices[1] which contribute to physical and emotional health.
- Identifies different emotions and ways they are shown.
- Describes feeling well and some symptoms of physical and mental illness.
- Identifies ways tobacco, alcohol and other substances[2] are used to modify mood and behavior.
- Names different foods that are important to energy, growth and health.
- Realizes food choices reflect family, culture and society.

Cluster C:
- Performs basic body movements.
- Applies body movements to simple games and dances.
- Participates in physical fitness activities.
- Demonstrates cooperation by working with others in movement activities.
- Describes and observes safety precautions and rules to prevent accidents.

Cluster D:
- Identifies some agencies which help personal health and safety.
- Names familiar people or occupations which promote, protect and maintain health.
- Identifies a few common sources of health information.

[1]Personal health practices: Cleanliness, nutritious diet, rest/sleep, physical activity, oral/dental hygiene, coping with stress.

[2]Substances: May be prescribed or over-the-counter drugs, illegal drugs, tobacco, alcohol (a drug), tea, coffee, soda, candy, etc.

The current and future health needs of students demand a more active, experiential curriculum than has traditionally been presented. The need for new educational approaches arises from social changes, like the Wellness movement, technology, increased cost of medical care, and changing family patterns.

Experience contributing to health concept development in this supplement involve inquiry processes through which a student is able:

1. to know how to acquire facts (cognitive skills);
2. to recognize how attitudes and values developed and changed (affective skills);
3. to make decisions and act on the decisions (affective skills); and
4. to assume responsibility for his/her health and safety (affective skills).

The teacher facilitates experiential learning by asking questions and guiding students to progress from single levels of acquiring factual information to more complex activities through which a student feels personal involvement and commitment to protect his/her health.

These lessons are suggestions only; teachers are encouraged to revise these or to devise other relevant lessons to meet the objectives.

Lesson review activities are provided for some lessons in the form of worksheets. These worksheets provide feedback to students as well as to the teacher on knowledge gains. Another excellent source for monitoring student progress are the Learning Logs for each grade level starting with the first grade. These logs allow students to ask questions that remain unresolved and reflect concepts gained from the lesson.

Lesson Title: Feeling Sad, Happy, Angry, and Scared

Student Objectives:

Health--Identifies different emotions.

Language Arts--Responds to meanings conveyed by pictures. Shares own experiences.

Materials: Talking ball(s)--old tennis ball with a face painted on it, preferably in indelible ink
Drawings of faces (sad, happy, angry, scared)
Thumbtacks or masking tape
1 worksheet/student
Pencil and crayons

Grade Level: K

Teaching Procedure	Purpose
Note: In each of us, the basic need is to feel good about oneself. In order to develop a sense of well-being or sound self esteem, it is important that students develop their ability to listen and communicate their feelings.	
1. Prepare drawings of faces by folding back the label ("Sad," "Happy," "Angry," "Scared") so that only the drawings are visible.	
2. INTRODUCE the lesson by telling the students that they will be talking and sharing about FEELINGS.	Develop interest and awareness.
3. Have the students gather in a CIRCLE. Show the students the sad face. Elicit students' responses. "Can you think of a word for this feeling?" Show the word above the face and make sure all students are in agreement. Ask for a show of hands of those students who can remember feeling sad.	Assess students' knowledge. Provide positive support in accepting all answers. Facilitate comprehension. Draw on students' experiences.
4. Follow the same procedure for the other faces. Post the drawings on a wall or chalkboard.	
5. Introduce the "talking ball." EXPLAIN that it will only be given to students who want to talk. Tell them that when the sharing time starts, only the person holding the ball is allowed to speak. When that person is finished, he/she may pass it to someone else who has his/her hand raised. Ask the students to think in their heads without using their mouths.	Provide a safe environment. Develop interest and awareness.

"Think of a time when you were feeling either sad or happy or angry or scared. When it is your turn to share, I would like you to tell us what happened to make you feel that way. Then we will try and guess which feeling you were feeling."

Draw on students' experiences.

Utilize appropriate vocabulary.

Holding on to the "talking ball," give the students two examples from your own life and have them guess for each one. Then start the "talking ball" around the circle and encourage the students to share their experiences.

6. Have students return to their tables. Pass out worksheets to students. Instruct them to choose one feeling and write the word in the blank. Then they are to draw and color an illustration of that feeling. (If the students choose to, and if time permits, they can illustrate another feeling on the back.)

Have students synthesize and generalize from their experiences.

Follow-up Activities:

Instruct the students to fold back the feeling word on their worksheet. Have them sit in groups of 4-5. Provide each small group with a "talking ball." Have each student show his/her group what he/she has drawn and let the other group members guess what feeling the student drew.

Read one or more of the stories listed below in "References" to the students for more practice in identifying feelings.

Accommodate different learning styles through the use of different classroom configurations. Provide students with means to practice skills and learnings.

References:

Gackenbach, Dick. Harry and the terrible whatzit. Seabury, 1977.
Timid little Harry discovers the best way to conquer fear is by facing it when he stands up to the "monster" in his cellar.

Simon, Norma. I was so mad! Albert Whitman, 1974.
Children catalog the things that make them mad and learn that adults get angry, too.

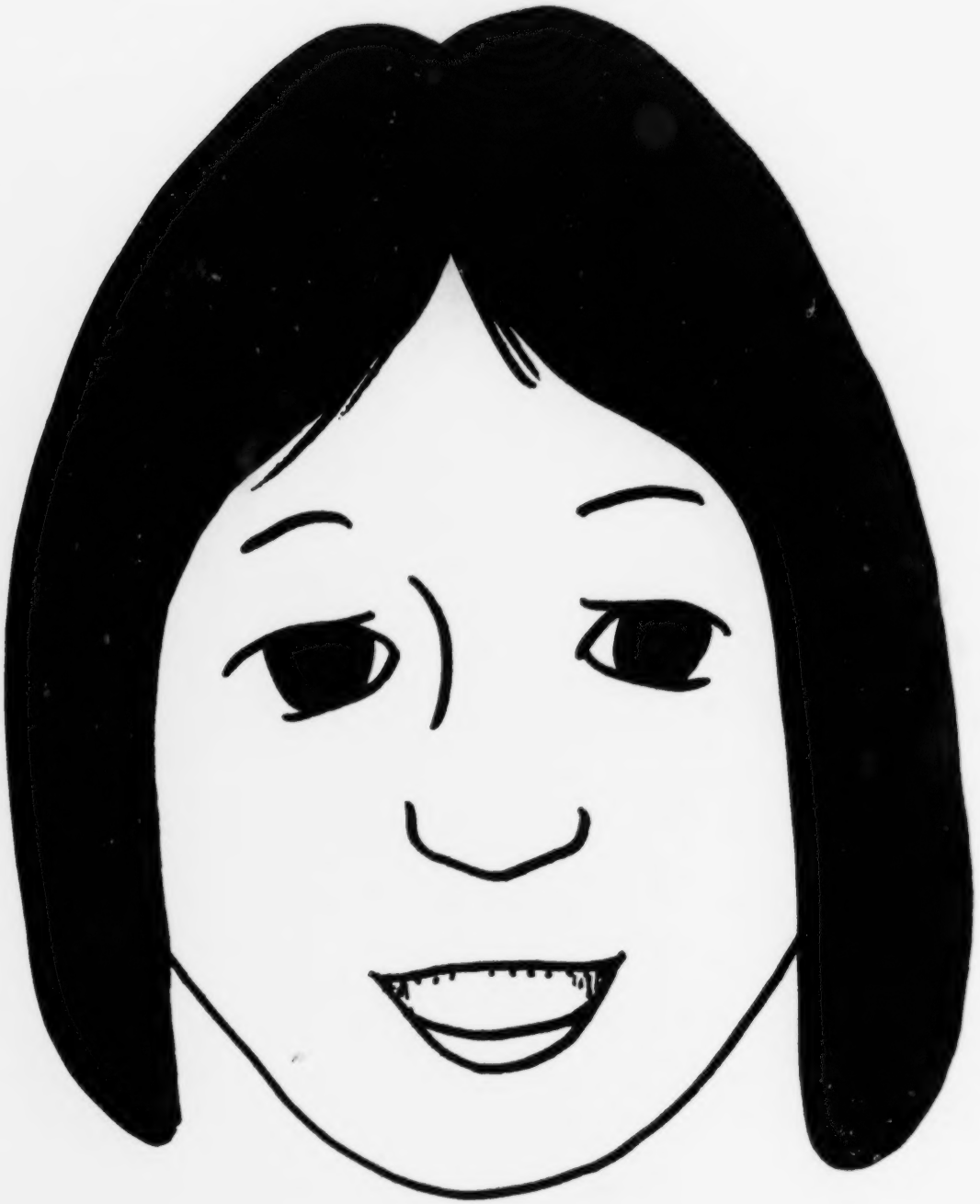
Zolotow, Charlotte. The hating book. Harper, 1969.
A little girl discovers that hurt and hate can stem from simple misunderstandings.

Original idea for "Conversation Balls" from Games Children Should Play by Mary K. Cihak and Barbara J. Heron. Santa Monica, California: Goodyear Publishing Co., Inc. (1980), p. 58.

Scared

Sad

Happy



Angry

Name_____

Date_____

This is what happened and I became _____.

(scared.....angry.....sad.....happy)

Lesson Title: Good Listening

Student Objectives:

Health--Demonstrates listening skills that contribute to positive personal relationships.

Language Arts--Expresses ideas, knowledge and feelings easily.

Materials: Cue cards

Grade Level: K

Teaching Procedure	Purpose
1. Make cue cards as described below and in Step 3.	
Enlist the help of an older student or another teacher. While you are speaking enthusiastically about a subject (see specific ideas in the Follow-up Activity), the student/teacher will be demonstrating <u>poor listening skills</u> e.g. averts eyes, yawns, turns away from speaker, wiggles feet, drums fingers.	Provide students with a simulated experience.
Note: You may wish to enlist the help of one of your mature kindergarteners, in which case he/she could do the talking and you could be demonstrating the poor listening skills.	
Make a "cue card" for your helper that lists those poor listening skills.	
2. Have the students sit in a half-circle. INTRODUCE the lesson by instructing the students to watch the ROLE PLAY carefully to prepare for a discussion of their observations.	Develop interest and awareness.
After the role play, conduct a large group DISCUSSION.	Guide thinking/ processing of information. Provide positive support in accepting all answers.
"What did you see happen?"	
"What was I trying to say?"	
"Do you think _____ listened?"	
"How do you know he/she did not listen?"	
"How do you think I felt?"	
"Do you think I would choose this person again if I wanted to share with someone? Why?"	

3. With the assistance of your helper, DEMONSTRATE <u>good listening skills</u>, e.g. making eye contact, squaring shoulders with speaker's shoulders, keeping finger and feet still, appearing interested, physically remaining on the same level, leaning a bit forward.

Provide students with a simulated experience.

Again, provide your helper with a "cue card."

4. After the role play, conduct a large group DISCUSSION using questions similar to those in Step 2 above.

Guide thinking/ processing of information.

5. Ask for two student volunteers--one to be the speaker and the other to be the listener. The listener is to exhibit <u>poor</u> listening skills. Tell the speaker to think of a subject about which he/she would like to tell his/her partner. Read aloud a few suggestions:

Provide students with direct experience.

A good dream I had. . .

A place I would like to visit. . .

My favorite food. . .

What I like to do after school. . .

What I want to be. . .

My favorite person. . .

After a few minutes, ask the speaker to complete the following sentence:

Help students relate their feelings to the lesson.

"When people don't listen to me I feel. . ."

Ask the listener to complete this sentence:

"When I don't listen to others, they may feel. . ."

Note: If the students are mature enough, you may want to pair them all off and do the above role play.

Next have the two volunteers role play a round of communication that involves <u>good</u> listening skills.

Repeat the activity as often as time allows.

6. Reconvene as a large group and have each student orally complete these sentences if they have not already had that opportunity.

Help students relate their feelings to the lesson.

"When people don't listen to me I feel. . ."

"When I don't listen to others, they may feel. . ."

References:

Duvoisin, Roger. Periwinkle. Knopf, 1976.
Two friends--a giraffe and a frog--learn that each must learn to listen and talk with, rather than always talking to, the other.

"Listen well, learn well." (Film) Coronet, 1974. 11 min.
(DOE film cat. no. 7568)
What Barry hears is deftly visualizated, going in one ear and out the other, because he doesn't listen.

Stanley, Diane. Conversation club. Macmillan/Collier, 1983.
Peter Fieldmouse discovers that a conversation club is much too noisy so he starts his own listening club.

Lesson idea from Games Children Should Play by Mary K. Cihak and Barbara J. Heron. Santa Monica, California: Goodyear Publishing Co., Inc. (1980), pp. 44-46

Lesson Title: Good Communication

Student Objectives:

Health--Speaks in such a way that his/her needs and wants are clearly communicated.

Language Arts--Gives instructions or directions.

Materials: none

Grade Level: K

Teaching Procedure	Purpose
1. REVIEW the lesson on listening skills.	Validate students' learning.
2. INTRODUCE the lesson. "Today we will be playing a game that will help you learn to say <u>exactly</u> what you mean. If you can do that, and if the person you're talking to is listening well, we say that is 'GOOD COMMUNICATION.'"	Develop relevance, interest and awareness.
3. Tell the students to follow your directions, then GIVE DIRECTIONS WITHOUT BEING SPECIFIC e.g. "Put your hand on your head," (when really you want them to put their hand on the <u>back</u> of their head). Allow the students time to react, then elicit their responses.	Provide students' with direct experience.
"This is what I meant for you to do. (DEMONSTRATE) What should I have said?"	Help students use divergent thinking.
Give a few more non-specific directions and have the students respond with more specific ones.	
4. EXPLAIN how to play the "Do As I Say" game. Tell the students that each person will get one chance to be a leader and to give directions. You will be standing behind a bookshelf or blackboard so that only the leader can see you. It is the leader's job to give directions that will make the rest of the students do exactly what you (the teacher) is doing behind the bookshelf/chalkboard. EMPHASIZE that the leader must use only words. <u>No body language is allowed</u>.	Provide students with means to practice skills and learnings.
Note: It might help to have the leader put his/her hands behind his/her back.	

5. After all of the students have had a chance to be "leader," elicit students' responses to the game.

"How did you feel when. . .

. . .you were giving the directions?"

. . .you were listening to the directions?"

Help students relate their feelings to the lesson. Provide positive support in accepting all answers.

References:

Aardema, Verna. Why mosquitoes buzz in people's ears. Dial, 1975.
A mosquito's irresponsible actions lead to a chain reaction of misunderstood behaviors before King Lion unravels the mess.

Hutchins, Pat. The surprise party. Macmillan, 1969.
Rabbit's whispered message to Owl about a surprise party gets humorously garbled as it gets passed on.

"Lazy Jack." In The three bears and 15 other stories: selections by Ann Rockwell. Crowell, 1975.
Jack's mishaps lead to good fortune in this folktale of a boy who follows directions too explicitly.

Lesson Title: Good and Bad Touching

Student Objectives:

Health--Speaks in such a way that his/her needs and wants are clearly communicated.

Language Arts--Relates what is heard or read to own needs, values and behaviors.

Materials: none

Grade Level: K

Teaching Procedure	Purpose
Note: For their own safety, children need to learn the difference between appropriate and inappropriate touching. They also need to learn that they have a right to say no to anyone who touches them in private places that belong only to them. Be careful not to single out strangers as molesters because it could also be a friend or relative. If anyone does anything inappropriate, children should know to tell their mother or another close relative, no matter who the molester is and no matter what he/she says.	
1. INTRODUCE the lesson. "We've talked about how to tell someone exactly what you want them to do. Today we're going to talk about telling someone to not do something because sometimes people--even people we love--do things to us that we don't like or that hurts us."	Develop relevance.
2. EXPLAIN to the students that their bodies belong only to them.	Concept development.
3. Conduct a large group DISCUSSION on "good" touching and "bad" (forced sexual) touching. Elicit students' responses. "What are some good kinds of touching?" (hugs, kisses, tickles, etc.) "What are some kinds of touching that you don't like?" (squeezed too hard, tickled for too long, touched in places that are private, such as breasts, vagina or penis.)	Draw on students' experiences.

4. Encourage the students to come up with the exact words to tell someone who's touching them in ways that they don't like.

Provide opportunity to use appropriate vocabulary.

"What would you say if someone you know (mother, father, etc,) tickles you for so long that it starts to hurt?"

Provide opportunity for application of concept.

"What would you say if someone you know (older brother, uncle, auntie, etc.) grabs you and touches your body where it feels bad?"

When a student comes up with a good assertive response, have the rest of the students say it aloud together e.g. "Please don't touch me there."

5. Conclude the activity by ACKNOWLEDGING the students' ability to know what feels good and bad, right and wrong; also their ability to say exactly what they mean.

Develop worth, value in each student.

Lesson Title: Growing Radishes*

Student Objectives:

Health--Explains why differences in the rate of growing and developing among children of the same age are to be expected.

Language Arts--Responds to oral instructions.

Materials:
1 styrofoam cup/student
1 lid or shallow dish to catch excess water/student
5 red radish seeds/student (approximately 200 to a package)
Soil to fill cup to an inch from top rim (approx. 5 dry qts. total)
1 pencil/student
Pitcher(s) filled with water
Newspaper to cover work area
1 worksheet/student
Chart paper
Book (The Smallest Boy in the Class by Jerrold Beim)

Grade Level: K

Teaching Procedure	Purpose
Note: It would be ideal to start this lesson on a Monday so that the students can observe the growth of the sprouts during the week.	
1. INTRODUCE the lesson by eliciting students' responses.	Develop interest and awareness.
"We're going to be talking about growing. What does it mean 'to grow'?"	Determine students' level of language and experience.
"If you watch, can you see someone grow?"	
EXPLAIN that since we cannot see people grow in a matter of days, we'll be planting seeds to watch plants grow.	
2. Lay sheets of newspaper over each student's work area. Have the students prepare their growing pot by following these INSTRUCTIONS:	Provide opportunity to practice following directions.
a. Puncture 4-5 holes around the bottom edge of the cup using a dull pencil. (Have them write their name on the cup.)	
b. Fill the cup with soil. Gently tap the cup on the table to make the soil settle. Add more soil if necessary. The cup should be about four-fifths full of soil.	

c. Push the eraser end of the pencil into the soil to the depth of the eraser and metal band. Make five holes with one placed in the center, like so:

d. Put one seed into each hole and gently cover the seed with soil.

e. Place the cup in a lid or small dish to catch water drippage. Then fill the cup to the rim with water to soak the soil.

f. Place the students' cups by a window so they will receive sunlight.

g. Have the students water the seeds each day until the shoots break through the soil. Then water every other day. (Do not worry about the 2-day weekend.)

Note: You may wish to have each child allow one sprout to grow to full maturity. When the radishes are fully grown, you can then harvest them and use them with Activity 13 in the Nutrition Education Instructional Guide--Kindergarten, pp. K-75 to K-78 ("Making Salads").

3. Read The Smallest Boy in the Class aloud. Then elicit students' responses.

Focus on enjoyment of literature.

"What do you think about the story I just read?"

4. When all of the plants have sprouted, have the students harvest them. Encourage the students to make OBSERVATIONS. Elicit students' responses.

Provide positive support in accepting all answers.

"What do you notice?" (color, shape, size, etc.)

Pass out a WORKSHEET to each student and have the students mark off the plant's height and width on the worksheet. Make sure the marks are dark and clear.

When they have finished, encourage them to wash the young plant and TASTE it, or you may wish to refrigerate them until they can be put in the school lunch salad or the students' home lunch.

Provide students with direct experience.

5. Conduct DISCUSSIONS to bring out the concept of similar living things having different growing rates.

Concept development.

"Look at all of the marks for your radish sprouts. Your sprouts are all the same age, but are they all exactly the same height?"

"Do plants all grow at the same speed, or do some grow faster than others?"

"What about children? Do you all grow at the same speed (rate)? Let's mark your heights and see what we can find out."

Guide thinking/ processing of information.

Attach a piece of CHART PAPER to a wall so that it starts right at the floor. (It should rise to the height of your tallest student, or higher.) Have each student take a turn standing by the chart paper so that you can <u>mark their height</u> (the way the students marked the lengths of the radishes). Elicit students' responses.

Provide students with direct experience.

"Do children all grow at the same speed, or do some grow faster than others?"

7. Conduct a large group DISCUSSION.

Help students relate their feelings to the lesson.

"What are the benefits/problems of being tall?"

"What are the benefits/problems of being short?"

"How do you feel about someone who teases another person about the size of his/her body?"

6. Show the students the book, <u>The Smallest Boy in the Class</u>. As you turn the pages, have the students take turns recalling and retelling the events of the story.

Provide opportunity to practice recall and oral communication skills.

References:

Cohen, Miriam. So what? Greenwillow, 1982.
A new girl helps Jim learn that being the shortest boy and unable to perform well in some areas isn't the end of the world.

Curriculum Research and Development Group. The School Garden. University of Hawaii, 1979.
A teacher's guide for a unit that involves sprouting seeds and growing plants of high nutritional value.

Iwamura, Kazuo. Ton and Pon: big and little. Bradbury, 1984.
Warm story about two dogs who come to realize the positive qualities of their respective sizes as each tries to convince the other that big or little is better.

Kuskin, Karla. Herbert hated being small. Houghton Mifflin, 1979.
Herbert, a shrimp in comparison with his parents and neighbors, is depressed until he meets Philomel, a giant. Makes the point that size is relative.

* Exerpt from Nutrition Education Instructional Guide--Kindergarten, Activity 5, pp. K-25 to K-30.

Name _____

Date _____

Plant 1	Plant 2	Plant 3	Plant 4	Plant 5

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Lesson Title: Getting Bigger

Student Objectives:

Health--Identifies change in size as a way in which one grows over a period of time.

Language Arts--Asks questions necessary to gain information.

Materials: Cut-outs from magazines (pictures of infants and children)
Book (Farm Babies by Russell Freedman)
Infant's article of clothing
1 worksheet/student

Grade Level: K

Teaching Procedure	Purpose
1. INTRODUCE the lesson. "Let's talk some more about growing."	
Show the pictures or photographs of infants and children. Elicit students' responses. "Who looks the oldest/youngest?" "How can you tell who's the oldest/youngest?"	Determine students' level of language and experience.
Hide the book in an envelope. Have the students ask you questions that will help them guess what is in the envelope.	Develop interest and awareness.
2. Instead of reading Farm Babies, show the PICTURES of the animals as babies and full grown. Halfway through the book, elicit students' responses. "What do you notice?" "What happens when animals grow?" (They change; they become like their parents.)	Guide thinking/ processing of information.
3. Conduct a DISCUSSION to determine how people change as they grow. Hold up an infant's article of clothing. Elicit students' responses. "Who could wear this?" "How have you changed since you were a baby?" (size)	Concept development.
4. Have the students VISUALIZE themselves on the school playground.	Utilize imagination and visualization.

"Imagine that it is recess time and you are on the playground. In your mind, walk over to your favorite thing to play on. . ."

"Now imagine that you've shrunk to the size of a baby."

Conduct a DISCUSSION that leads to the conclusion that as we grow physically, we can attempt more things.

Guide concept development and information processing.

"As a baby, could you play by yourself on your favorite playground equipment?"

"What are some other things you can do now that you couldn't do when you were shorter/ smaller?"

5. Pass out a WORKSHEET to each student. Instruct the students to draw a picture of themselves as a grown-up doing something that they can't do now. Then have them dictate the words as you write a description of what the more grown-up version of themselves can do.

Provide oppurtunity for application of concept. Validate students' learning.

References:

Hutchins, Pat. Happy birthday, Sam. Greenwillow, 1978.
Sam wakes to find that being a year older hasn't changed him overnight and that there are ways to compensate for this.

Hutchins, Pat. You'll grow into them, Titch. Greenwillow, 1983.
Titch is growing up but not fast enough to fit his siblings' hand-me-downs.

Kellogg, Steven. Much bigger than Martin. Dial, 1976.
Deals with the frustrations of being younger and smaller than an older sibling.

Name_____

Date_____

WHEN I GROW UP...

Something I can do when I am bigger that I cannot do now is _____

_____

Lesson Title: Growing Up--Caterpillars and People

Student Objectives:

Health--Cites examples showing how people of the same age differ and yet are similar while growing and developing.

Language Arts--Recalls the main idea and sequence of events stated in what was heard or read.

Materials: Book (The Very Hungry Caterpillar by Eric Carle)
Large cut-outs of caterpillar's four stages of development
Magazine pictures of a baby, a child, a teenager, an adult and a senior citizen
Drawing paper and crayons
1 worksheet/student

Grade Level: K

Teaching Procedure	Purpose
Note: The pictures of the child and teenager should be the same sex so the students are not confused.	
1. INTRODUCE the lesson. "Today we're going to talk some more about growing." Hide the cut-out drawing of the caterpillar in a package. Give the students clues until they guess what's in the package. Show the caterpillar and introduce the storybook. Tell the students to listen to what happens to the caterpillar in the story.	Develop relevance, interest and awareness. Asses students' knowledge.
2. READ the story and display the cut-outs of the egg, caterpillar, cocoon and butterfly as they are introduced in the story. When you have reached the end, elicit students' responses to check for comprehension. "The caterpillar went through four stages of growing. What were they?" Have students come up and SEQUENCE the cut-outs.	Facilitate comprehension. Validate students' learnings.
3. Conduct a DISCUSSION to compare a caterpillar's life stages to human growth and development. Bring out the ways we can tell someone is getting older.	Help students use divergent thinking.

"Do people change as they grow older too?"

"What changes take place?" (get taller, hair turns white and/or is lost, etc.)

Show the pictures of people out of sequence. Clarify vocabulary if necessary e.g. "teenager," "adult," "senior citizen." Have the students put the pictures into proper SEQUENCE.

Integrate vocabulary. Validate students' learning.

4. Have the students come to a consensus on the picture to which they are closest developmentally. Then SUMMARIZE.

Guide thinking/ processing of information.

"You are all at the same stage--you're not babies and you're not old people. You're all in kindergarten. That makes you the same."

Conduct a DISCUSSION to bring out the differences in people. Have one-half of the class stand. Encourage the other half to say what they notice. (Switch halves if time allows.)

Concept development.

"Are all kindergarteners the same?" (hair and eye color, height, likes and dislikes, etc.)

5. Pass out a sheet of DRAWING PAPER to each student. Instruct the students to draw a picture of two people who are at the same stage of development e.g. the student and a friend, the student's sister and her friend, his/her mother and father, etc. Then write for the students as you prompt them to finish the sentences on the WORKSHEET titled "Same and Different." Staple the worksheet to their drawings.

Have students synthesize and generalize from their experiences.

Follow-up Activity:

Have selected children hold the caterpillar and act out the story of The Very Hungry Caterpillar e.g. "butterfly" flies around the room.

Utilize cut-outs imagination, visualization and appropriate language.

References:

Hogan, Paula. Life cycle of the butterfly. Raintree, 1979.
Through excellent illustrations and simple text, the book shows the life cycle of the monarch butterfly.

Krasilovsky, Phyllis. Very little girl. Doubleday, 1953.
A little girl grows until she is big enough to be the big sister for a new baby brother.

Name_____

Date_____

SAME AND DIFFERENT

This is _____ and _____. They are both _____ (babies, children, teenagers, adults, senior citizens). That makes them the same.

They are also different. This is how they are different: _____

_____

_____

Lesson Title: Growing Teeth

Student Objectives:

Health--Identifies loss of primary teeth and growth of permanent teeth as a way in which one grows over a period of time.

Language Arts--Interacts with others in a variety of situations that stimulate language growth.

Materials: Model of adult's set of teeth
Mirrors or mirrored tiles (optional)
Book (The Tooth Book by Dr. Seuss)

Grade Level: K

Teaching Procedure	Purpose
Note: A model of teeth can be borrowed from the dental hygienist who services your school, or you can call the Department of Health, Dental Health Division.	
1. REVIEW the concepts from the previous lessons on growth and development. Elicit students' responses. "What is one way you can tell that you're growing?" (get bigger) "Do children grow at the same speed or at different speeds?" (different) "We change as we grow and we grow at different speeds. Do people go through the same changes, even though they change at different speeds?" (yes)	Validate students' learnings.
2. INTRODUCE the lesson. "Today you're going to learn about another way you can tell that you're growing." Have the whole class gather together in one group. When the group is silent, pull back your lips without using your hands so that your teeth show. "What did you see when you looked at my face?" Fold the upper and lower parts of your lips over the surfaces of your teeth so the students cannot see your teeth. Hold that position for a moment.	Develop relevance, interest and awareness. Provide positive support in accepting all answers.

"What did you see before that you did not see just now?" (teeth)

Guide thinking/ processing of information.

"Would you like to see what it would be like if you had no teeth?"

Allow the students to talk to each other for a couple of minutes as though they had no teeth. Then instruct the students to raise their hands if they can understand what you are saying. When you call on them, they are to repeat what they heard. With your lips folded over your teeth, say a short sentence (including words beginning with F and S). Continue with other sentences and students' responses for a few minutes.

Provide students with a simulated experience.

3. Conduct a DISCUSSION to bring out the importance of teeth for speech and eating.

Develop relevance.

"Can you understand me when I talk as if I didn't have teeth?"

"What could you eat if you had no teeth?"

4. Read The Tooth Book aloud. Then conduct a DISCUSSION, eliciting students' responses.

"Are babies born with teeth?" (no, not usually)

"When babies start to grow teeth, what kind of teeth are they? What are they called?" (baby or primary teeth)

5. Have students sit in a large circle. Pair the students off or instruct them to count off by two's ("One!" "Two!" "One!" etc.) all the way around the circle.

Accommodate different learning styles through the use of different group configurations. Provide students with direct experience.

Have the first person in the pair count the number of teeth he/she sees in his/her partner's mouth. Then have them switch roles. If there is an odd-number of students, your involvement in the teeth-counting will show how many teeth adults have.

(An alternative activity would be to provide each child with a hand-held mirror so he/she can count his/her own teeth. If only one mirror is available, let the children take a few days to count.)

Note: The first set of teeth is called baby teeth or primary teeth. They begin to appear at around six-months of age. By the time the child is around two-years old, he/she will have approximately 20 teeth total (10 on top and 10 on the bottom).

Most children begin to lose their baby teeth when they are six or seven. They are pushed out by the permanent teeth below. A person's permanent teeth are intended to last a lifetime. There are usually 32 total (16 on top and 16 on the bottom).

Have the students report the number of teeth that they counted.

6. Display the model of teeth. EXPLAIN that it is a model of an adult's set of teeth. Elicit students' responses. — Test reading recall.

"Do adults have more teeth or less teeth than you?" (more)

"What are these teeth called?" (permanent teeth)

Have the students count the number of teeth on the model. Confirm the number of teeth that children and adults have and the names of those teeth. — Facilitate comprehension.

7. Determine whether or not the students understand the process of tooth development. Clarify, if necessary. (Refer to notes above.) — Assess students' knowledge. Provide content information. Guide thinking/ processing of information.

"How do children get more teeth?"

"If a child has started to lose a few teeth, what kind of teeth will he/she have in his/her mouth?"

"When all of your permanent teeth have grown in, will you ever grow more teeth?"

Have the students sit in a circle. Go around the circle and have each student say what kind of teeth he/she has. — Validate students' learning. Provide opportunity to use appropriate vocabulary.

8. Conduct a DISCUSSION that focuses on the importance of caring for one's permanent teeth and the idea that once they're lost, they're lost for good. — Test reading recall.

"How do you take good care of your teeth?" (brush, floss, don't bite hard objects, visit dentist regularly)

"What will happen if you do not take care of your teeth?" (decayed, chipped, lost)

Help students use divergent thinking.

"If you lose a permanent tooth, will one grow in its place?" (no)

"How do you think you'd feel if you lost all of your permanent teeth?"

Help students relate their feelings to the lesson.

Follow-up Activity:

See Nutrition Education Instructional Guide--Kindergarten, pp. K-7 to K-10 ("Brushing My Teeth").

References:

Gaskin, John. Teeth. Watts, 1984.
Describes parts of tooth, along with different kinds of teeth and importance of teeth care.

Ross, Pat. Molly and the slow teeth, Lothrop, 1980.
Molly isn't happy because while all her classmates are losing their baby teeth and getting rewards from the Tooth Fairy, she doesn't even have a loose tooth.

Showers, Paul. How many teeth? Crowell, 1962.
Starts with a child's loss of a front tooth as a growing up experience and then presents other interesting facts.

Lesson ideas from Health, Focus On You, Level 1--Teacher's Annotated Edition, Columbus, Ohio: Charles E. Merrill Publishing Company, pp. 50T-51T.

Lesson ideas also contributed by Takie Toyooka and Fumie Tokushige.

Lesson Title: Growing--Inside and Out

Student Objectives:

Health--Identifies bone growth as a way in which one grows over a period of time.

Language Arts--Predicts relevant outcomes and projects thinking beyond the information given.

Materials: Life-size skeleton
1 diagram of the Skeletal System/student
1 worksheet/student
Crayons

Grade Level: K

Teaching Procedure	Purpose
Note: Ask your librarian or the librarians at nearby schools for a life-size skeleton to borrow.	
1. REVIEW the ideas covered in the previous lessons.	Validate students' learning.
"Can you tell me in what ways people grow?" (size, baby teeth and permanent teeth)	
2. INTRODUCE the lesson by eliciting students' responses.	Assess students' knowledge.
"You cannot see all the parts of your body because some parts are <u>inside</u> your body. <u>Those parts grow too</u>. Name some parts inside your body."	Develop relevance, interest and awareness.
EXPLAIN that out of all the different body parts, they will be focusing on growing <u>bones</u>.	Integrate vocabulary.
3. Pass out a copy of the skeletal system to each student. Elicit students' responses.	Provide students with a simulated experience.
"What does this look like? Have you seen something like this before?"	Assess students' knowledge.
If necessary, introduce the words "bones" and "skeleton" (the bony framework that protects our internal organs, and gives us shape and form).	Integrate vocabulary.
4. Display the life-size skeleton. Elicit students' responses.	Guide thinking/ processing of information.
"Is this the skeleton of an adult or a child? How do you know?"	

5. Pass out a WORKSHEET to each student. Instruct the students to:

   a. draw in the arm and leg bones for the body of the child, and

   b. transfer those same-length bones into the body of the adult, starting from the shoulder and hip joints.

   When the students have completed their drawings, have them share their ideas of what they think life would be like for a person whose arms and legs had grown longer, but whose bones had stayed the same size as a child's.

   Helps students use divergent thinking. Provide positive support in accepting all answers.

6. SUMMARIZE the lesson, eliciting students' responses.

   Validate students' learnings.

   "What is a skeleton made up of?" (bones)

   "When you grow and get taller, what's inside of you that grows too?"

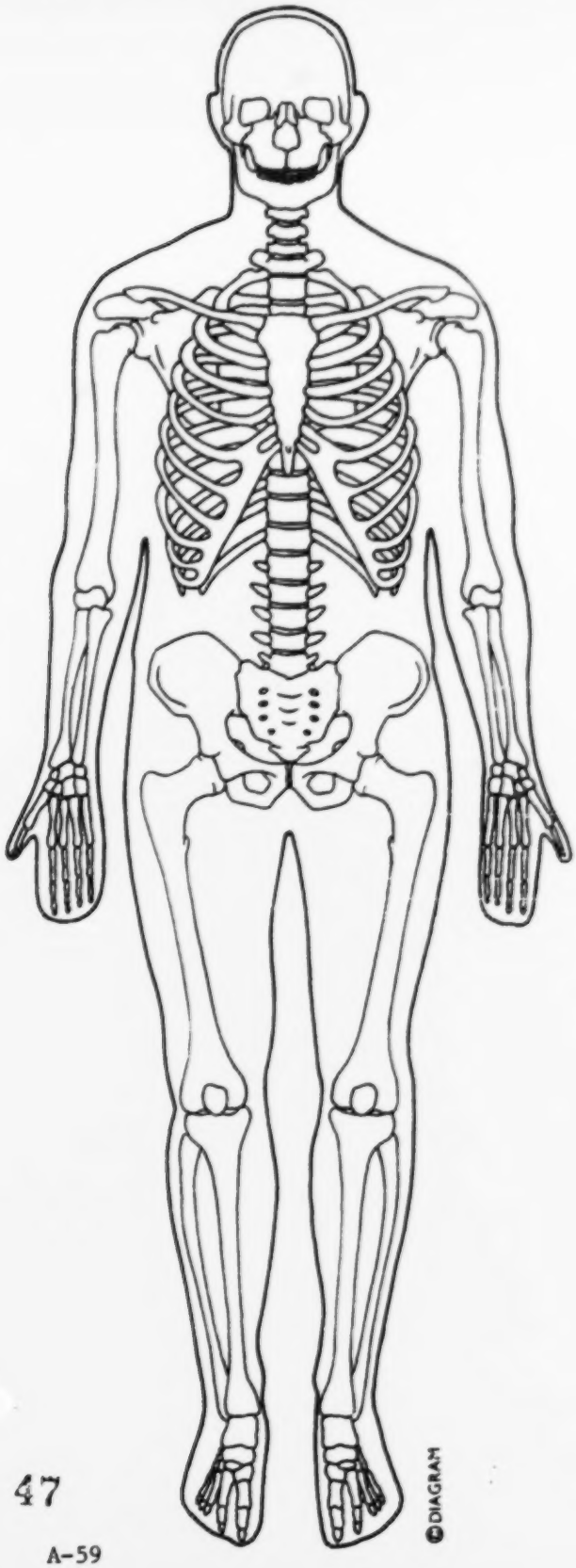
References:

"All about you." (ETV)
Series of 30, 15-minute programs that deals with basic human anatomy and psychology. Answers questions for young children who are filled with wonder as to how they function and why.

Miller, Jonathan. Human body. Viking, 1983.
Unique, large-format, pop-up book showing the human body; parts of the senses; digestive, circulatory, respiratory, and muscular systems. Good resource for teacher to share with class.

Showers, Paul. You can't make a move without your muscles. Crowell, 1982.
Introduces basic types of muscles and invites children to observe their own bodies.

05 SKELETAL SYSTEM



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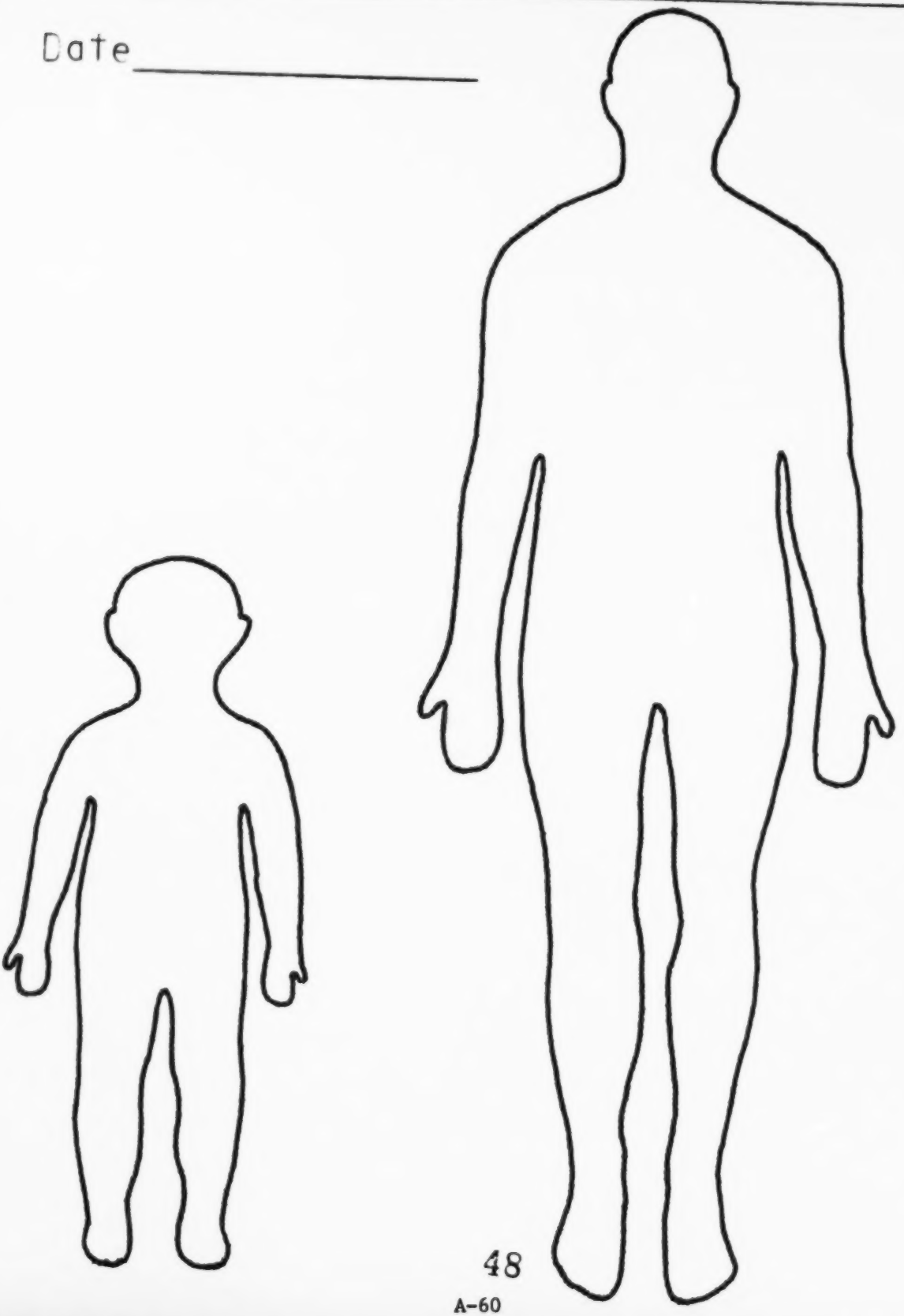
Name _____

Date _____



Lesson Title: Varied

Students Objectives: Varied

Materials: in PROJECT CHOICE kit**

Grade Level: K

The following lessons can be found in the PROJECT CHOICE curriculum kit:

Activity One--"Take a Closer Look. . ."
Examining how common objects are made up of smaller units

Activity Two--"Living Cells"
Cells as the smaller units that make up living things

Activity Three--"Cells in the Body"
Similarities in living cells

Activity Four--"Community Health Helpers"
People in the community who help children remain healthy and safe

Activity Five--"A Visit to the Doctor"
What happens during a doctor's appointment

Activity Six--"Enough and Too Much"
Concept of enough and too much

Activity Seven--"Excess"
Health consequences of excess

Activity Eight--"Choices"
Ways to prevent excess and a review of health choices

**Project Choice--A Curriculum in Cancer Prevention, Grade K by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984. (20832 Pacific Highway South, Seattle, Washington 98188)

Lesson Title: Learning Logs (to be used after each of the following lessons)

Student Objectives:

Health--Expresses the concepts covered in the lesson using his/her own words.

Language Arts--Asks questions to gain assistance and information.

Materials: Bound notebooks, or 10-15 sheets of paper stapled together.

Grade Level: 1

Teaching Procedure	Purpose
Pass out "Learning Logs" to students and have them personalize with their name (and an illustration if they like, and if time permits).	
1. Instruct students to think about what happened during the lesson. As they write in their learning log, they should remember that:	
a. Logs will not be graded.	
b. Their ideas are more important than their spelling. (Emphasize that you will not be able to help them spell words at this time. They need to try their best. If they have no idea of how to spell a word, they should just draw a line where that word belongs in the sentence. If they think they know <u>part</u> of the spelling, then they should write what they know e.g. "st___s" when they are trying to spell "stairs".)	Free up the writing process.
c. If they feel more comfortable drawing pictures to communicate their thoughts, that's okay too.	
2. Have students write with the following focuses in mind. Emphasize that they need not cover <u>all</u> four areas if nothing comes to mind.	
a. I learned. . . (what students were able to gain from the lesson)	Validate students' learning.
b. I don't understand. . . (questions the students have about what was covered)	Pin-point problem areas.
c. I'd like to know. . . (questions they have about related subjects that extend beyond the lesson)	Determine student interests.

d. I learned that I. . . (their opportunity for self-discovery, self-awareness, and sharing feelings)

Help students relate their feelings to the lesson.

Note: The above format is a "structured" learning log. You may choose not to give the students any starting phrases. (That would then be called an unstructured learning log.)

Learning logs also work well in groups of three. (The small group configuration accommodates the student who is more successful working orally.)

Spend a minute or less reading the learning logs. This should be easy since you will not be correcting spelling or grading the log in any way.

For the students' benefit, you can write responses to their questions and/or misconceptions.

3. When the unit is completed, have the students use their learning logs to do a culminating project of your choice.

Have students synthesize and generalize from their experiences.

Reference:

Tchudi, Stephen N. and Susan J. Tchudi. Teaching writing in the content areas: elementary school. National Education Association, 1983.

Helpful in developing content-area writing lessons. Includes ideas for lessons, and the how-to's for teaching writing, revising and copyediting.

Original idea for "Learning Logs" came from Ann Bayer and Ruth Tschumy, teacher-consultants of the Hawaii Writing Project.

Lesson Title: Special People**

Student Objectives:

Health--Identifies factors which make him/her unique.

Language Arts--Shares own experiences.

Materials: Magic Box with mirror*
1 Large sheet of paper/student
Crayons
Tape

Grade Level: 1

Teaching Procedure	Purpose
*Refer to the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the lesson plan and materials for Activity One from the first grade kit.	
The note to the teacher in this lesson reads, "A positive self-image is the core of self-acceptance and health. This lesson encourages children to discover how they are unique and to feel good about being special. Valuing oneself influences the taking care of self, emotionally and physically. . ."	
Introduction and Steps 1 and 2 (introduce lesson and distribute paper)	Develop interest and awareness.
Step 3 (students produce drawings that tell about themselves)	Concept development.
Step 4 (students discover who "the most important person in the world" is by looking in the Magic Box)	Develop worth, value in each other.
Step 5 (discussion of how to take care of special things/people)	Guide thinking/ processing of information.
Have the students write in their learning logs (see first lesson).	
Note: You may want to take the Magic Box out periodically during the school year and/or when you notice a student's self-esteem is low.	

References:

DePaola, Tomie, Oliver Button is a sissy. Harcourt, 1979.
His classmates' taunts don't stop Oliver Button from doing what he does best - tap dancing!

Hazen, Barbara Shook. The me I see. Abingdon, 1978.
A combination of rhymed text and illustrations point out the physical features that make a person unique.

Lionni, Leo. Frederick. Pantheon, 1967.
The other field mice feel that Frederick, a dreamer and a poet, is not doing his share of the work; but when the food runs out, he saves the day.

**Project Choice-A Curriculum in Cancer Prevention, Grade One, Activity One, by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984.

Lesson Title: The Body Book**

Student Objectives:

Health--Identifies ways the body communicates its needs, and ways to satisfy those needs.

Language Arts--Relates what is heard or read to own needs and behaviors.

Materials: Body Book*
1 sheet of newsprint for drawing and writing/student

Grade Level: 1

Teaching Procedure	Purpose
*Refer to the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the lesson plan and materials for Activity Two from the first grade kit. The note to the teacher in this lesson reads, "The body communicates its needs. Each person is instrumental in meeting these needs; that is, there exists an element of control. . . . This lesson involves teaching children to read their own signals. It is important for children to realize their own ability to deal with their bodies' needs."	
Step 1 (read Body Book aloud) Step 2 (elicit students' responses e.g. "What is your body saying when your throat is dry/stomach is growling, etc.? What will you do if you are thirsty/hungry, etc.?") Pass out a sheet of newsprint to each student. On one side of the paper have them write "This is me when I feel..." and fill in the blank. Have them illustrate that feeling. Then have students draw a picture of themselves satisfying a need. If possible, have them write words to describe their second picture also. Collect the students' work and share each one with the class, or have students share their own work. Have the students write in their learning logs (see first lesson).	Develop interest and awareness. Concept development. Guide concept development and information processing. Validate students' learning. Develop worth, value in each other. Recognition of each child as author.

References:

"All about you." (ETV)
From basic human anatomy and psychology to reasons for good health care, this series of 30, 15-minute weekly lessons is ideal for young children.

Burstein, John (Slim Goodbody). The healthy habits handbook. Coward, 1983.
Good teacher reference. Shares activities to do with children to help them develop heathy lifestyles.

Leaf, Munro. Health can be fun. Strokes, 1943.
Uses simple stick drawings to elaborate on ways to keep healthy.

**Project Choice-A Curriculum in Cancer Prevention, Grade One, Activity Two, by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984.

Lesson Title: Varied

Student Objectives: Varied

Materials: in PROJECT CHOICE kit**

Grade Level: 1

The following lessons can be found in the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School).

Activity One--see p. D-12

Activity Two--see p. D-14

Activity Three--"Prevent and Care"
Differences between preventing and taking care of health problems

Activity Four--"Health Care Helpers"
Health helpers in the community (their preventive and curative roles), and health care tools

Activity Five--"Cells--Similar but Different"
Similarities in different living cells

Activity Six--"Cancer and the Sun"
Cancer as a non-contagious disease; link between sun and skin cancer, with examples of how to limit exposure.

Activity Seven--see p. D-43

Activity Eight--"Food and You"
Good nutrition as preventive health measure; choosing healthy balanced meals

Activity Nine--"Health Trip"
Review of choices students can make to remain healthy and prevent illness

**Project Choice-A Curriculum in Cancer Prevention, Grade One, by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984. (20832 Pacific Highway South, Seattle, Washington 98188)

Lesson Title: The In Group and the Out Group

Student Objectives:

Health--Describes social behaviors which encourage acceptance by others.

Language Arts--Responds to oral instructions and requests.

Materials: none

Grade Level: 1

Teaching Procedure	Purpose
1. INTRODUCE the lesson to the students, explaining that they will be playing a game that requires them to do their own thinking.	Develop interest and awareness.
2. Invite all the students to stand in a circle. Read the following questions. After each question, the students are to take a step <u>into</u> the circle if their answer is "Yes," and to take a step <u>out</u> of the circle if their answer is "No." (You could also have the students stand abreast in one line and step forward or backward.) Give lots of reinforcement and time for their reactions. Watch for individual differences. Try not to made any judgements about why a particular student might choose to step forward or backward. Simply acknowledge their participation. a. Did you brush your teeth? b. Are you glad to be here? c. Would you share your candy with me? d. Did you do your homework? e. Do you feel lucky? f. Do you have to finish your work? g. Would you like a piece of gum? h. Did you do your work neatly? i. Is the inside of your desk clean? j. Did you just get a haircut?	Provide students with direct experience.

3. Have the students sit down. Conduct a large group DISCUSSION where students conclude that <u>people need to feel accepted</u>.

Guide concept development and information processing.

"How did it feel when most of the class was standing where you were standing? Why did you feel that way?"

"How did it feel when you were standing in a different place from most of the class? Why did you feel that way?"

"Have you ever been a new boy/girl in a classroom? How did you feel?"

"What are some words people use that make us feel wanted/left out?"

4. EXPLAIN that if they like the feeling of being in a group, THEY NEED TO THINK ABOUT WHETHER OR NOT THEY DO OR SAY THINGS THAT MAKE PEOPLE WANT TO BE AROUND THEM. Elicit students' responses.

"What are some things we do that make others <u>not</u> want to be around us?"

"What can you do/how can you act in the classroom so that others will want you to be a part of their group?"

"What can you do/how can you act on the playground. . .?"

5. Have students write in their learning logs (see first lesson).

References:

Cohen, Miriam. <u>Will I have a friend</u>? Macmillan, 1967.
Jim wonders on his first day in school whether he will have any friends when nobody seems to pay any attention to him.

Wells, Rosemary. <u>Timothy goes to school</u>. Dial, 1981.
Timothy feels inferior to Claude and his friends and wants to quit school until he meets Violet.

Yashima, Taro. <u>Crowboy</u>. Viking, 1955.
A very shy Japanese boy surprises everyone with his unique talent and endears himself to his classmates.

Adaptation of <u>Foundation Program: Career Education and Guidance</u>, Grade 2 (Activity #32-"I Don't Like To Be Left Out")

Lesson Title: Part of the Gang--For Better or Worse

Student Objectives:

Health--Identifies personal values.

Language Arts--Uses appropriate vocabulary in describing people, places, objects and actions.

Materials: Writing paper

Grade Level: 1

Teaching Procedure	Purpose
Note: Peer pressure is a very influential factor in the lives of all young people. Depending on the actions of the children in the group and the strength of values in the individual child, peer pressure can have both positive and negative consequences. A child without a strong sense of personal values will easily follow the actions of his/her peers, for better or worse.	
1. Review the material covered in the previous lesson.	Validate students' learning.
2. INTRODUCE the lesson by giving the students examples of instances when they might <u>not</u> want to be part of the group. Tell them that they will have the chance to ROLE PLAY each of the instances.	Develop interest and awareness. Provide students with a simulated experience.
"Remember that good feeling you had when you were part of a group? Imagine that you have that feeling while you are playing with some children. Now, what if the children you are playing with. . .	Help students use divergent thinking.
. . .begin chasing a cat and throwing rocks at it?"	
. . .begin calling another child names and teasing him/her?"	
. . .ask you to go to the candy store with them and you know it would be dangerous to cross the street to get there?"	

"Would you want to be a part of that group of children?"

"What could happen if you did something that was unkind/unsafe?" (hurt someone's feelings; get hurt)

Ask the students to describe other situations when they have seen others doing things that were unkind or unsafe. If time allows, have them role play those situations also.

Draw on students' experiences.

3. EXPLAIN that even though it feels good to be a part of a group, there are going to be times when it is smarter to choose <u>not</u> to follow along with what others are doing or saying. It's okay to say <u>no</u>.

4. Conduct a large group DISCUSSION.

"How do you feel when you say 'No' or when you walk away from some children who are doing unkind or dangerous things?"

Help students relate their feelings to the lesson.
Have students synthesize and generalize from their experiences.

Take each situation described in Step 4 and HELP STUDENTS TO VERBALIZE THEIR VALUES e.g. kindness, health, safety, etc. For example:

"If you decided that you were not going to play with those children who were throwing rocks at the cat, what would that mean? What is more important to you than being a part of the group?"

5. Pass out a sheet of writing paper to each student. Instruct the students to do the following sentence completions:

Validate students' learning.

"If my friends are doing something unkind, I will. . . because. . ."

"If my friends are doing something unsafe, I will. . . because. . ."

6. Have the students write in their learning logs (see first lesson).

Lesson Title: Decisions and Their Consequences

Student Objectives:

Health--Identifies the consequences of his/her decisions.

Language Arts--Responds to oral instructions and requests.

Materials: None

Grade Level: 1

Teaching Procedure	Purpose
1. REVIEW the concepts that were covered in the lesson titled "Part of the Gang--For Better or Worse."	Provide positive support in accepting all answers. Validate students' learning.
"Sometimes we like to be alone, and sometimes we like to be with our friends. When do you like to be with your friends?"	
"When you are with your friends, do you think it's smart to always do exactly what your friends do or say? Why?"	
2. INTRODUCE the next activity.	Develop relevance.
"We are going to play a game called 'Would You Rather.' It will give you a chance to practice doing what <u>you</u> think is right, even if it's different from your friends."	
3. Have the students stand together in the center of the room. Give them directions for playing the game. (The game may also be played by drawing a symbol for "stand" and one for "sit" on the blackboard. Then as you read each question, write each of the choices under one symbol or the other. That way there will be less movement.)	Provide students with direct experience.
"I will be asking you ten different questions. All you have to do is choose an answer and walk to the side of the room that stands for your choice. Remember to do what <u>you</u> think is right. The only rule is you're not allowed to stay in the middle of the room."	Accommodate different learning styles through the use of different group configurations.
As you read the questions, point to the side of the room that represents each choice e.g. the right side for "slippers" and the left side for "shoes." Begin each question with:	

"Would you rather. . ."

a. wear slippers or shoes to school?

b. take a bath or a shower?

c. be the first one or the last one to finish your work?

d. have a piece of fruit or a cookie for dessert?

e. play jump rope or play a game of Chase-Master?

f. eat a lunch that you brought from home or a lunch from the cafeteria?

g. walk to school or get a ride to school?

h. use a pen or a pencil to write?

i. play by yourself or play with other children?

j. drink juice or soda?

After the students have settled on either the right or left side of the room, praise them for making up their own minds. Do not stop to discuss their responses until all ten questions have been asked.

4. List two of the choices on the blackboard e.g. playing alone or playing with others. As a class, list the consequences ("good things" and "bad things") for each alternative. When the lists are completed, point out that each choice has consequences.

5. Elicit students' reactions to the activity.

"How do you feel about playing 'Would You Rather'?"

"Was it ever hard to choose?"

"If we talked about the good and bad things before you had to choose, do you think it would be harder or easier to choose?"

"How would you feel if someone made your choices for you and told you who you were going to play with, and what you would play, etc.?"

Help students relate their feelings to the lesson.
Guide thinking/ processing of information.

6. Have the students write in their learning logs (see first lesson).

References:

"Out and about." (ETV)
Series of 8, 15-minute programs that help young students acquire the skills needed to manuever in a large world--keeping friends, solving problems, thinking ahead, etc.

Sharmat, Majorie Weinman. Big fat enormous lie. Dutton, 1978.
When a little boy chooses tc lie to his dad, it follows him everywhere and grows bigger and uglier until he finds a solution to his problem.

Zolotow, Charlotte. Quarreling book. Harper, 1963.
One disagreeable comment starts off a chain reaction of unhappy exchanges until everyone reverses their attitudes. Lends itself to fruitful discussion regarding actions and their consequences or effects.

Lesson Title: Group Decision Making

Student Objective:

Health--Demonstrates positive interactions with peers.

Language Arts--Interacts with others in a variety of situations that stimulate language growth.

Materials:
- Worksheet
- Envelopes
- Crayons
- Scissors and glue
- Construction paper
- Writing paper

Grade Level: 1

Teaching Procedure	Purpose
1. Xerox enough worksheets for each student to have one and also for each group of 4-6 to have one.	
2. INTRODUCE the lesson.	Develop revelance.
"When you played 'Would You Rather' (in the lesson titled "Decisions and Their Consequences") you made ten decisions by yourself. Today you will be making a decision with the help of your classmates."	
To illustrate the necessity for compromise, find four students to role play the following situation:	
"Four children are playing together. There are two more minutes left of recess. Two children want to play jump rope and the other two want to play Chase-Master. All four children are very stubborn and will not change their minds. They are trying to get the others to do what they want to do."	
3. Conduct a large group DISCUSSION that focuses on the importance of compromise and listening/ communication skills.	
"What could the children have done so that they had time to play during those last two minutes of recess?"	
"Did the children give each other a chance to talk?"	
"Did the children listen to each other's ideas?"	

4. Put the students into groups of 4-6. (Do not group them into 5's. An even number of group members will insure that there is some discussion about the choices.) Make sure that each group has worksheets, one envelope, scissors and crayons.

Accommodate different learning styles through the use of different group configurations.

"Let's pretend that our principal just gave our class a free pass to go on a trip, only he didn't tell us where we are going. He wants us to be surprised."

Develope interest and awareness.

"You will be able to choose five things to take with you. We will be leaving very soon. I want you to quickly and quietly prepare for this trip."

Have the students name what they see on the worksheet. Make any necessary clarifications.

Give the students instructions to:

a. First choose the five things that they as individuals would choose to take along on the trip. They are to put an X on their choices.

Provide students with direct experience.

b. Discuss their choices.

c. Decide as a group which five things to take. Using the extra worksheet, they are to put an X on their group's choices.

d. Cut out the items along the solid black lines.

e. Put the five items into the envelope.

f. Take three minutes (after steps a-e have been completed) to choose a leader.

5. Instruct each group leader to bring his/her group's envelope and to sit in a small circle with the other group leaders. Have the rest of the class sit in a larger circle around the circle of group leaders.

"We have just practiced making a decision in a group. I want you to observe how this group works to come to a decision."

Supply the leaders with scissors, glue and a sheet of construction paper. Tell them that they will have 5 minutes to:

a. discuss the contents of each leader's envelope

b. select items to be taken on the trip

c. paste choices <u>in the order of importance</u> onto the construction paper.

6. Conduct a large group DISCUSSION that brings out the pros and cons of group decision making.

Guide thinking/ processing of information. Help students relate their feelings to the lesson.

"What did you see happening when the leaders were working in their group?"

"Do you feel the leaders had an easy/hard time coming to a decision? Why?"

"How did you feel about working in your group?"

"Do you think your group had an easy/hard time choosing only five items to take on the trip? Why?"

"Did something someone said about one of the choices make you change your mind about that choice?"

"How did you feel when you were able to agree on the things to take on the trip?"

"How did you feel when you wanted to take something on the trip and the group decided against your item? What did you do?"

"How would you feel if <u>one</u> person in your group made the decision for the rest of the group?"

"What do you like about making a decision in a group?"

"Is there anything about group decision making that you don't like?"

7. Pass out a sheet of writing paper to each student. Instruct the students to do the following sentence completions:

Validate students' learning.

"When I want to help my group make a decision, I will..."

"If I don't cooperate when I am in a group..."

8. Have the students write in their learning logs (see first lesson).

References:

Bonsall, Crosby. Case of the scaredy cats. Harper, 1971.
Private Eye Wizard and his friends unite with the girls they are trying to keep out of their club in order to solve a mysterious disappearance.

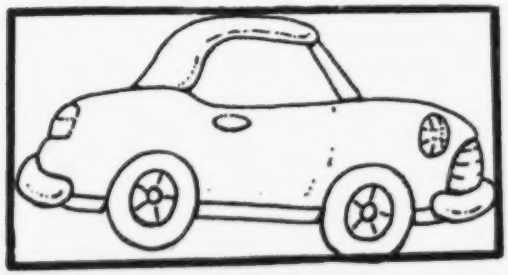
Grimm, Jacob. Bremen town musicians. Retold by Ilse Plume. Doubleday, 1980.
Four animals outwit robbers by scaring them away using their musical skills.

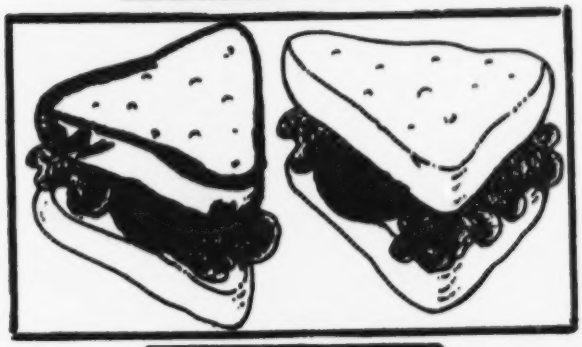
Kellogg, Steven. Island of the skog. Dial, 1973.
A group of mice sail away in hopes of finding a cat-free haven and wind up on an island inhabited by a mysterious "monster." Humorous depiction of group decision making at work.

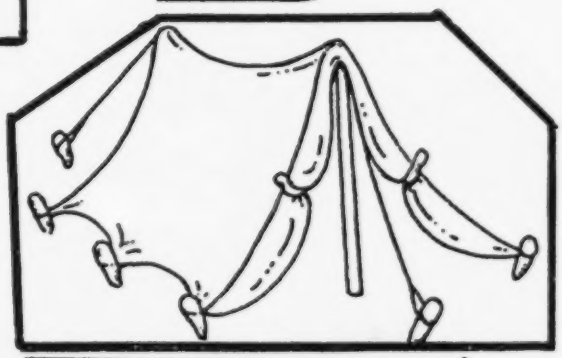
"Out and about." (ETV)
Series of 8, 15-minute programs that help young students acquire the skills needed to manuever in a larger world--keeping friends, solving problems, thinking ahead, etc.

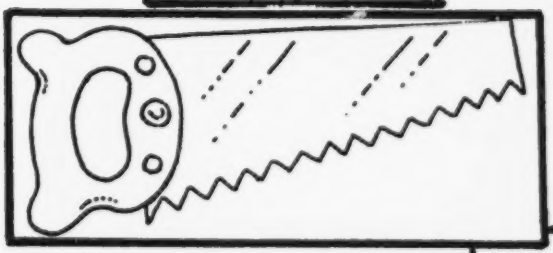
Name _____

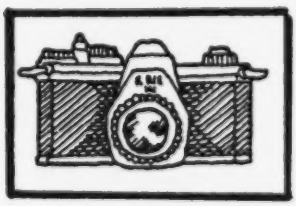
Group Decision Making

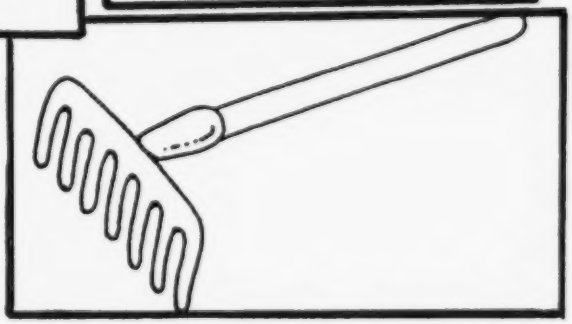












Lesson Title: Feelings/Emotions

Student Objectives:

Health--Distinguishes between various kinds of feelings.

Language Arts--Asks questions necessary to gain information.

Materials: Book (I Feel by George Ancona)
1 sheet of construction paper (8½" x 11") to cover the words in the book.
1 sheet of drawing paper for each pair of students

Grade Level: 1

Teaching Procedure	Purpose
1. INTRODUCE the lesson. "When we have feelings, it is our body's way of talking to us. Starting today, we are going to learn more about our feelings."	Develop interest and awareness.
2. Conduct a large group DISCUSSION to bring out the various PHYSICAL SENSATIONS the students have experienced when they were physically ill. "When you were sick or when you were hurt, what did you feel in your body? Where in your body did you feel that way?" "What are some ways that you know you are sick/hurt?"	Draw on students' experiences
EXPLAIN that those kinds of feelings (stomachache, headache, dizzyness, etc.) are a MESSAGE TO US TO TAKE CARE OF OUR BODIES. Elicit students' responses. "What do you do when you have those feelings?"	Provide content information. Draw on students' experiences.
3. EXPLAIN that even when we aren't sick or hurt we have feelings, but they are a different kind. Distinguish the difference between PHYSICAL SENSATIONS ("body feelings") and EMOTIONS ("other feelings"). Tell the students that you will show them a book of 14 photographs called I Feel. Give them the following instructions:	Provide content information.

"I am going to cover up the words that tell about the feelings these children are having. I want you to guess how each child is feeling by looking at the picture."

Determine students' level of language and experience.

After "reading" the book together, elicit students' responses.

Validate students' learning.

"There was one picture that showed a physical sensation/body feeling. Which one was it?" (HURT)

4. Write four feeling words on the chalkboard--SCARED, HAPPY, SAD, ANGRY. Have the students match the following questions to the emotions.

Provide positive support in accepting all answers.

"How do you feel when. . .

. . .a big dog barks at you and shows you his/her teeth?"

. . .someone smiles at you?"

. . .your friend can't play with you?"

. . .someone in your class hits you?"

Give EXAMPLES from your own life of situations that leave you feeling scared, happy, sad and angry.

Show that adults also experience those feelings.

5. Pair the students up. Tell them it is their job to find out from their partners what makes him/her feel scared/happy/sad/angry. (Set a time limit of 5 minutes for the "interviews.") After the partners have interviewed each other, one of the partners will then report the information to the rest of the class e.g. "We get scared when. . ."

Accommodate different learning styles through the use of different group configurations. Draw on students' experiences.

Note: As each pair shares their information, it is important to communicate the attitude that <u>all feeling are acceptable</u>. (Judgement only becomes necessary if and when those feelings are acted upon in a manner that could be hurtful to self or others.)

6. Pass out a sheet of DRAWING PAPER to each pair of students. Tell them that they are to pick one of the four emotions and draw a picture of an experience they have <u>both</u> had. They should title their drawing and write a caption e.g. "We feel ... when we..."

Provide opportunity to share knowledge, opinions, insights.

Collect the students' work and share it with the class.

Provide worth, value in students as authors.

7. Have the students write in their learning logs (see first lesson).

References:

Mayer, Mercer. There's a nightmare in my closet. Dial, 1968.
A boy brings a creature out of the closet and gradually loses his own fear of it in the process.

Newman, Nanette, That dog! Crowell, 1980.
A little boy is sure he will never want another pet after Barnum, his dog, dies. His happy adjustment to the death of a pet is lovingly told.

Zolotow, Charlotte. The hating book. Harper, 1969.
Points out how two good friends can hurt each other over a misheard remark.

Zolotow, Charlotte. My Grandson Lew. Harper, 1974.
Describes the loneliness and sadness connected with the loss of a little boys' grandfather.

Lesson ideas contributed by Beverly Wong and Wanda Tamashiro.

Lesson Title: Music and Emotions

Student Objectives:

Health--Discusses how music can evoke or create a mood.

Language Arts--Expresses emotions and perceptions through literary forms, written and oral.

Materials: Records or tapes of various kinds of music that will evoke different moods e.g. sad, happy
Record player or cassette tape recorder with fast-forward
Drawing paper

Grade Level: 1

Teaching Procedure	Purpose
1. Clear a large enough space in the room for the children to sit, lie and move around on the floor (or use a portable cassette tape recorder and take the children outside).	
2. INTRODUCE the lesson. "Today we will be learning about what music has to do with feelings. All you have to do is listen carefully to the music and tell me how it makes you feel."	Develop interest and awareness.
3. Play several different musical selections. After <u>each</u> selection, elicit students' responses. "How does this music make you feel?" "Do you feel anything inside your body? Where? What?" "Does it make you want to move a certain way? Can you show us so we can do it too?"	Provide students with direct experience. Guide thinking/ processing of information. Accommodate different learning styles.
4. Conduct a large group DISCUSSION to bring out how MUSIC HAS THE POWER TO EVOKE/CREATE/CHANGE MOODS. "Did you feel the same when you listened to the different kinds of music?" "If you were happy/sad/angry, what kinds of music would you listen to? Would the music make you feel better/the same/or worse?" "What kind of music do you think dentists should play in their office to help their patients relax?"	Guide concept development and information processing. Provide positive support in accepting all answers.

5. Pass out a sheet of DRAWING PAPER to each student. Choose two pieces of music and write their titles on the blackboard. As the students listen to each piece, they are to write or draw what the music makes them feel. Have them label their drawings with the title of the selection.

Utilize imagination and visualization.

6. REVIEW the concept covered in the lesson. Elicit students' responses.

Validate students' learning.

"What made you feel sad, happy, etc.?" (music)

7. Have the students write in their learning logs (see first lesson).

Lesson ideas contributed by Beverly Wong and Wanda Tamashiro.

Lesson Title: Changing Emotions

Student Objectives:

Health--Explains how thoughts affect emotions.

Language Arts--Recalls the main idea and the sequences of events stated in what was heard or read.

Materials: Book (Frizzy the Fearful by Majorie Weinman Sharmat)
1 sheet of writing paper/student

Grade Level: 1

Teaching Procedure	Purpose
1. INTRODUCE the lesson by reminding the students that when they are feeling sick, they can do things to make themselves feel better e.g. see a doctor, take medicine, get rest, etc.	Develop relevance.
EXPLAIN that when they are having other kinds of feelings (scared, happy, sad, angry) they can change them if they want to. THE THINGS WE SAY TO OURSELVES HAVE A LOT TO DO WITH HOW WE FEEL. Elicit students' responses.	Provide content information.
"If you are going to bed, would you feel better if you told yourself. . . 'I'm afraid! A monster is going to get me!' or 'I'm safe. There's nothing under my bed except my shoes!'?"	Guide thinking/ processing of information.
2. Read Frizzy the Fearful aloud. Then elicit students' responses.	Focus on enjoyment of literature. Facilitate comprehension.
"What do you think of this story?"	
"What was Frizzy afraid of?"	
"Before Frizzy changed, what kinds of things did he say to himself? How did that make him feel?"	
"When did Frizzy change? What kinds of things did he say to himself?"	
"How did Frizzy feel at the end of the story?"	

3. Pass out a sheet of WRITING PAPER to each student. Instruct the students to do the following sentence completions:

   "I am scared of. . . I will not be scared anymore when. . ." (description of what they can do to change their feelings)

   Draw on students' experiences. Help students use divergent thinking.

4. EXPLAIN that we don't have to always feel like we should change our feelings either. For example, if our dog dies, it's very natural to feel sad for a while.

   Provide content information.

   Have the students turn their papers over and complete this sentence, choosing one of the emotions:

   "When I feel sad/angry/scared, I..." (Description of what they will do)

   Draw on students' experiences.

5. Collect the students' work and share with the rest of the class.

   Acknowledge fact that everyone has feelings.

6. Conduct a large group DISCUSSION leading to the conclusion that we must BE THOUGHTFUL OF OTHER'S FEELINGS.

   "Raise your hand if you have feelings... Now look around and see who has feelings."

   "How did Frizzy's friend treat him in the beginning of the story when he was afraid?"

   "You know what it's like to feel sad/angry/scared. How would you want someone to treat you if you're feeling that way?"

   Have students synthesize and generalize from their experiences.

7. Have the students write in their learning logs (see first lesson).

Lesson ideas contributed by Beverly Wong and Wanda Tamashiro.

Lesson Title: Drugs, Drugs, and More Drugs

Student Objectives:

Health--Cites examples of various kinds of drugs.

Language Arts--Shares own experiences.

Materials: Empty medicine containers for pills, cough syrup, etc.
Magazine pictures of beer, wine, hard liquor, coffee, cola and cigarettes.
Pocket chart
Variety of magazines
Scissors and glue
Chart paper

Grade Level: 1

Teaching Procedure	Purpose
1. INTRODUCE the lesson by displaying the medicine containers. Tell the students that they are empty now, but they were full at one time. Ask them if they know what was in the containers.	Develop interest and awareness. Determine students' level of language and experience.
2. Discuss the uses of medicine.	
"Have you ever had to take some kind of medicine? What kind? Why?"	Draw on students' experiences.
"How did you feel before you took the medicine?"	
"Did the medicine make you feel better?"	
3. Discuss the definition of "drugs."	Determine students' level of language and experience. Guide thinking/ processing of information.
"Have you heard these medicines called by another name?" (If the students do not respond with "drugs," continue.)	
"What kind of store sells medicine?" (drugstore)	
DEFINE drugs as SUBSTANCES THAT CHANGE WHAT'S GOING ON INSIDE OUR BODIES. Then elicit students' responses.	Provide content information
"If something different is going on in your body, how would you feel--the same or different?"	Provide positive support in accepting all answers.
Restate the definition of "drugs," adding that IF WE'RE SICK, THOSE CHANGES IN OUR BODY HELP US TO FEEL BETTER.	Validate students' predictions.

4. Using the pocket chart, display the pictures of beer, wine, hard liquor, coffee, cola and cigarettes. Have the students NAME the items and then CATEGORIZE them under "alcohol," "caffeine," and "nicotine" (the drugs contained in those items).

Guide thinking: categorization. Integrate vocabulary.

Separate the pictures of coffee, cola and cigarettes from the pictures of the alcoholic beverages. Elicit students' responses.

Guide thinking: compare and contrast.

"Which two of the three are more alike than different?" (coffee and cola)

If necessary, introduce the word CAFFEINE as the drug found in coffee and cola; NICOTINE as the drug found in cigarettes and other tobacco products; and ALCOHOL as the drug found in beer, wine and hard liquor.

5. REVIEW the material covered so far in the lesson. Make one large display of the prescription drugs and the other drugs. Elicit students' responses.

Validate students' learning.

"What are all of these called?" (drugs)

"What do all these things do when you take them into your body?" (changes what's going on inside our bodies)

"How do drugs make you feel?" (different than before)

6. Pair the students up. Make sure each pair has at least two MAGAZINES and SCISSORS. Instruct the students to find and cut out as many different examples of drugs as possible e.g. one each of coffee, cola, cigarettes, alcohol, aspirin, etc. Give them a time limit of approximately five minutes.

Accommodate different learning styles through the use of different group configurations. Provide students with means to practice skills and learnings.

Have each pair bring up their cut-outs. After you have checked to make sure that they are indeed examples of drugs, have the students paste them to the chart paper to make a COLLAGE.

7. Point to different pictures in the collage. Elicit students responses.

Provide opportunity to use appropriate vocabulary. Validate students' learning.

"Does this contain alcohol, caffeine, nicotine or some other drug?"

Then ask what all of the items can be called (drugs). Paste on large letters or write

"Drugs" in large letters across the top of the collage.

8. Have the students write in their learning logs (see first lesson).

References:

Hyde, Margaret O. Know about drugs. McGraw-Hill, 1979.
Gives basic information about all drugs. Intended for upper elementary students but also useful as teacher resource for primary grades.

Marr, John S. Good drug and bad drug. Evans, 1970.
In simple terms, explains how good drugs help to cure illness and how bad drugs can cause harm.

Tobias, Ann. Pot, what it is, what it does. Greenwillow, 1979.
Discusses effects of marijuana on the body and mind. Intended for upper elementary students but also useful as teacher resource for primary grades.

Lesson Title: Helpful and Hurtful Drugs

Student Objectives:

Health--Cites the effects of taking too much of a drug.

Language Arts--Predicts relevant outcomes.

Materials: 1 quiz sheet/student

Grade Level: 1

Teaching Procedure	Purpose
1. REVIEW the definition of drugs presented in the lesson titled "Drugs, Drugs, and More Drugs"--SUBSTANCES THAT CHANGE WHAT'S GOING ON INSIDE OUR BODIES.	Validate students' learning
Ask the students to name four categories of drugs (MEDICINE, ALCOHOL, CAFFEINE AND NICOTINE). Write them across the blackboard. Have students give examples of each. List them under the appropriate category.	Guide thinking: categorization.
2. Have the students name some other beverages that people drink besides cola, coffee and alcohol. Then elicit students' responses.	Draw on students' experiences.
"How are milk, juice, water, etc. different from coffee and alcohol?"	Provide positive support in accepting all answers.
If it does not come as a response, EXPLAIN that OUR BODIES NEED MILK, JUICE, WATER, ETC. TO STAY STRONG SO WE DON'T GET SICK. These beverages do not change the way our bodies work, but rather keep them working well. They are not drugs.	Provide content information.
3. INTRODUCE the lesson.	Develop interest and awareness.
"Today we are going to learn about how <u>drugs</u> can either help us or hurt us."	
4. Elicit students' responses, guiding them to the understanding of the REASONS SOME PEOPLE HAVE FOR USING ALCOHOL, COFFEE AND CIGARETTES.	Guide thinking/ processing of information.
"Which kinds of drugs would a doctor tell you to take?" (medicine: pills, cough syrup, etc.)	
"Which drugs would a doctor probably tell you <u>not</u> to take?"	

Point to the list under ALCOHOL, CAFFEINE and NICOTINE. . ."Why do you think people use these drugs? Are they sick?"

Provide positive support in accepting all answers.

If it doesn't come as a response, suggest that people use alcohol, coffee and cigarettes <u>not</u> because they are sick, but because it makes them feel diferent and they want that feeling.

Concept development.

5. Elicit students' responses guiding them to the understanding that a little bit of alcohol, coffee and cola is okay for some people; but for other people, even a little bit is no good.

   "Sometimes people drink a little bit of alcohol, coffee or cola and they feel okay. Is a little bit okay?"

Facilitate comprehension.

6. Conduct a large group DISCUSSION to bring out the idea that drugs can be helpful, but TOO MUCH OF ANYTHING IS NO GOOD.

   "Have you ever eaten or drunk so much of something that afterwards you felt sick? Can you share the details?"

Concept development.

Draw on students' experiences.

   "What do you think would happen if you took too much of the medicine that your doctor gave you?"

   "What do you think happens when a person drinks too much beer/wine/hard liquor?"

Explain to the students that we can get sick from taking too much of a drug, or using a drug that a doctor says not to use.

Validate students' predictions.

7. REVIEW the concepts covered so far.

   "Is a drug something that keeps your body working the same way, or is a drug something that <u>changes</u> the way your body works?"

   "When are drugs helpful?" (When they change what's going on inside our bodies so we're no longer sick.)

   "When are drugs harmful?" (When we take too much.)

8. Pass out a quiz sheet to each student. They are to draw either a happy face or a sad face next to the appropriate number, depending on whether it would be good or bad for one's health.

Validate students' learnings.

#1--Your mother/father have you take the medicine the doctor gave you. (good)

#2--Someone smokes cigarettes. (bad)

#3--Someone drinks too much alcohol. (bad)

#4--Someone drinks too much coffee or cola drinks. (bad)

#5--You take too much of the medicine that the doctor gave you. (bad)

9. Go over the answer with the students. Determine which students gave a different answer. Encourage them to explain why they answered the question as they did. Clear up any misconceptions. — Facilitate comprehension.

10. Have the students write in their learning logs (see first lesson).

References:

"The huffless, puffless dragon." (Film) American Cancer Society, 1965. 8 min. (DOE film cat. no. 3670)
Nonsmoker, Drag Knight, wins athletic contests against the smoker dragon, Drag Goon, and convinces other dragons to stop smoking.

Seixas, Judith S. Alcohol - what it is, what it does. Greenwillow, 1977.
Uses cartoon illustrations to present facts about alcohol and its effects on mind and body. Intended for upper elementary students but useful as teacher resource for primary grades.

Seixas, Judith. Tobacco - what it is, what it does. Greenwillow, 1981.
Describes reasons why people smoke and its effect on the body. Intended for upper elementary students but useful as teacher resource for primary grades.

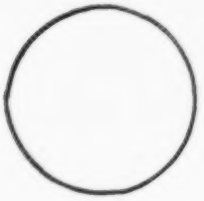
Tobias, Tobi. Quitting deal. Viking, 1975.
Mom and Jenny make a deal to help each other give up their respective bad habits - smoking and thumb sucking.

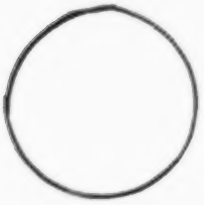
Name _____

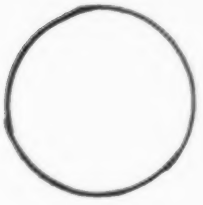
Helpful and Hurtful Drugs - Quiz

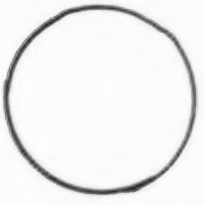
Good

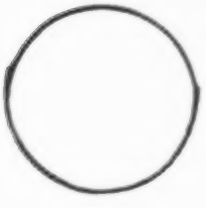
Bad

1. 

2. 

3. 

4. 

5. 

Lesson Title: Smoking ("Octapuff in Kumquat")**

Student Objectives:

Health--Discusses how smoke affects other people around the smoker.

Language Arts--Recalls the specific details of a story.

Materials: Film ("Octapuff in Kumquat"--in PROJECT CHOICE kit)*
Film projector

Grade Level: 1

Teaching Procedure	Purpose

*Refer to the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the lesson plan and materials for Activity Seven from the first grade kit.

The note to the teacher in this lesson reads, "Octapuff in Kumquat is a cartoon adventure story with an anti-smoking message."

Step 1 (Introduce the film, saying it is about one of the drugs they have talked about.) — Develop relevance.

Step 2 (Show film)

Step 3 (Discussion)

"What did Octapuff bring to Kumquat?" (tobacco products)

"What is the drug called that is found in cigarettes, cigars & other tobacco products?" (nicotine)

"How did things change when everyone was smoking?"

"How did the smoke affect the non-smokers?"

"What were the good things about everyone quitting?"

"How do you feel about smoking/smokers?"

Step 4 (Brainstorming-healthy alternatives for non-smokers who are around smokers)

CONCLUSION. . .

Have the students write in their learning logs (see first lesson).

**Project Choice-A Curriculum in Cancer Prevention, Grade one by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984

Lesson Title: Drugs Affecting Self and Others

Student Objectives:

Health--Describes the differences in family practices and feelings about the use of tobacco and alcohol.

Language Arts--Uses information heard or read in meaningful and relevant ways.

Materials: Writing paper

Grade Level: 1

Teaching Procedure	Purpose
1. INTRODUCE the lesson. "Today we're going to talk about how you and your parents feel about smoking cigarettes and drinking alcohol." Note: Encourage the children not to put others down for having smokers/drinkers in their family. Emphasize an openmindedness.	Develop interest and awareness.
2. Determine the students' understanding of the word "tobacco." Define if necessary. "Do you know what 'tobacco' is?" "Can you give me examples of how people use tobacco?" (smoke cigarettes, cigars and pipes; chew tobacco)	Determine students' level of language and experience.
3. Determine by a show of hands how many students live with relatives who use TOBACCO. Then elicit students' responses. "What have you heard your _____ say about smoking cigarettes?" "How do you think your _____ feels about smoking cigarettes?" "How do you think your _____ feels when he/she smokes cigarettes?" "How do you feel when your _____ smokes cigarettes around you?"	Draw on students' experiences. Guide thinking/ processing of information.

4. Determine by a show of hands how many students live with relatives who do not use tobacco. Then elicit students' responses.

   "What have you heard your _____ say about smoking cigarettes?"

   "How do you think your _____ feels about smoking cigarettes?"

   Draw on students' experiences. Guide thinking/ processing of information.

5. REVIEW the term "alcohol" (see the lesson titled "Drugs, Drugs, and more Drugs"). Have the students give you examples of alcoholic beverages.

   Validate students' learning.

   EXPLAIN that alcohol numbs the brain (making it difficult to think, see, talk, drive, etc.), irritates the lining of the stomach (making it red and sore), and makes the liver work extra hard (which could permanently damage it).

   Provide content information.

6. Follow the same procedure in Steps 3 and 4 to encourage a discussion on family practices and feelings as they relate to ALCOHOL.

7. REVIEW the term "drugs." Elicit students' responses.

   Validate students' learning.

   "What is the word that we use for things like tobacco, alcohol, caffeine and medicines?"

   "What happens to our bodies when we take drugs?"

   Conduct a DISCUSSION that leads to the understanding that even though they do not use drugs such as tobacco and alcohol, if their parents use these drugs, THEY CAN BE AFFECTED TOO.

   Guide thinking/ processing of information.

   "If you are around tobacco smoke, what happens when you take a breath of air?"

   "If your parents can get sick from smoking cigarettes, do you think you could get sick too when you breathe in tobacco smoke?"

   Note: Second-hand or sidestream smoke is smoke from the burning end of the cigarette. This smoke is not filtered in any way. It contains even more tar and nicotine than inhaled smoke. Inhaling second-hand smoke causes the same physiological responses for the non-smoker as for the smoker. It is

for this reason that respiratory illness occurs twice as often to young children whose parents smoke at home, compared to children with non-smoking parents.

Remind the students that when a person drinks a lot of alcohol, they no longer think or see well. Ask the students to predict what would happen if a person who drank alcohol tried to drive a car.

"How would you feel if you got in a car and the person driving had been drinking alcohol?"

Help students relate their feelings to the lesson.

8. Determine by a show of hands those students who do not like to be around tobacco or alcohol. ROLE PLAY a smoking/drinking adult and have each of the students rehearse what they would say or do if they were around such an adult in a situation similar to the following one.

Provide students with a simulated experience. Provide positive support in accepting all responses.

STRESS THE NECESSITY TO BE RESPECTFUL/POLITE, AS WELL AS ASSERTIVE.

"We are riding in a train and we are sitting next to each other. I am smoking a cigarette. What can you say to me?"

Note: It may be helpful to give them the following sentence completions ORALLY, stressing that a comment to a smoker is most effective if it includes an "I statement" describing how they physically experience smoke.

"I feel... (sick when I am around smoke). Could you please... (not smoke around me)?"

9. Conduct a large group DISCUSSION in order to evaluate the effectiveness of each student's response in Step 8.

Guide thinking: evaluation, judging.

10. Pass out a sheet of writing paper to each student. Instruct the students to do the following sentence completions:

Provide students with the means to practice skills and learnings.

"If an adult is smoking tobacco/drinking alcohol around me, I will say..."

11. Have the students write in their learning logs (see first lesson).

Lesson Title: Learning Logs (to be used after each of the following lessons)

Student Objectives:

Health--Expresses the concepts covered in the lesson using his/her own words.

Language Arts--Asks questions to gain assistance and information.

Materials: Bound notebooks, or 10-15 sheets of paper stapled together.

Grade Level: 2

Teaching Procedure	Purpose
Pass out "Learning Logs" to students and have them personalize with their names (and an illustration if they like, and if time permits).	
1. Instruct students to think about what happened during the lesson. As they write in their learning logs, they should remember that:	
a. Logs will not be graded.	
b. Their ideas are more important than their spelling. (Emphasize that you will not be able to help them spell words at this time. They need to try their best. If they have no idea of the proper spelling of a word, they should just draw a line where that word belongs in the sentence. If they think they know <u>part</u> of the spelling, then they should write what they know e.g. "st___s" when they are trying to spell "stairs").	Free up the writing process.
c. If they feel more comfortable drawing pictures to communicate their thoughts, that's okay too.	
2. Have students write with the following focuses in mind. Emphasize that they need not cover <u>all</u> four areas if nothing comes to mind.	
a. I learned. . . (what students were able to gain from the lesson)	Validate students' learning.
b. I don't understand. . . (questions they have about what was covered)	Pin-point students problem areas.
c. I'd like to know. . . (questions they have about related subjects that extend beyond the lesson)	Determine student interests.

d. I learned that I. . . (their opportunity for self discovery, self-awareness, and sharing feelings)

Help students relate their feelings to the lesson.

Note: The above format is a "structured" learning log. You may choose not to give the students any starting phrases. (That would then be called an unstructured learning log.)

Learning logs also work well in groups of three. (The small group configuration accomodates the student who is more successful working orally.)

Spend a minute or less reading the learning logs. This should be easy since you will not be correcting spelling or grading the log in any way.

For the students' benefit, you can write responses to their questions and/or misconceptions.

3. When the unit is completed, have the students use their learning logs to do a culminating project of your choice.

Have students synthesize and generalize from their experiences.

Reference:

Tchudi, Stephen N. and Susan J. Tchudi. Teaching writing in the content areas: elementary school. National Education Association, 1983.
Helpful in developing content-area writing lessons. Includes ideas for lessons, and the how-to's for teaching writing, revising and copyediting.

Original idea for "Learning Logs" came from Ann Bayer and Ruth Tschumy, teacher-consultants of the Hawaii Writing Project.

Lesson Title: No Food or Water

Student Objectives:

Health--Explains why all living things need food and water.

Language Arts--Expresses ideas, knowledge and feelings easily.

Materials: Book (Bringing the Rain to Kapiti Plain by Verna Aardema)
Pictures of drought-stricken plants
Pictures of animals living on drought-stricken lands
Pictures of human starvation
A dehydrated celery stick (wilt by leaving celery in a warm room without contact with moisture for 12-24 hours. To revive it, put it in a glass of water.)
1 worksheet/student

Grade Level: 2

Teaching Procedure	Purpose
Note: Check back issues of National Geographic Magazines for the needed pictures. See the portion on drought in the book titled Our Violent Earth (c. 1982 National Geographic Society). Also check the picture file at the Hawaii State Library under "droughts."	
1. INTRODUCE the lesson by writing "Nutrition" on the chalkboard. "We will be learning about how food affects our health, and how our bodies use food. We will be learning about NUTRITION. Today we're going to learn what can happen if we have no food or water."	Develop relevance, interest and awareness.
2. Read Bringing the Rain to Kapiti Plain aloud. When you have finished, elicit students' responses. "What did you think of that story?"	Focus on enjoyment of literature.
3. Conduct a large group DISCUSSION about the effects of the lack of water on humans and animals. "Have you ever felt thirsty?" "When you were thirsty. . . . . . how did your body feel?" . . . what other feelings did you have?"	Draw on students' experiences. Provide positive support by accepting all answers.

	. . . what did you think about?"	
	. . . what was your body telling you that you needed?"	
	"What happens to plants when they receive no water?" (Wilted celery can be used to illustrate dehydration.)	Assess students' knowledge.
	Show pictures of drought-stricken plants. Elicit students' responses.	Help students relate feelings to the lesson.
	"How does this picture make you feel?"	
	EXPLAIN that these plants can die or grow sickly.	Concept development.
4.	Conduct a DISCUSSION about the effects of the <u>lack of food</u> on humans and animals. Show PICTURES of cows and other animals in drought areas. Elicit students' responses.	Guide concept development and information processing.
	"If there are no plants to eat or water to drink, what happens to animals?"	
	"Have you ever felt hungry?"	Draw on students' experiences. Provide positive support by accepting all answers.
	"When you were hungry. . .	
	. . . how did your body feel?"	
	. . . what other feelings did you have?"	
	. . . what did you think about?"	Guide concept development and information processing.
	. . . what was your body telling you that you needed?"	
	"What happens to people when they have little or no food or water?"	
5.	Show <u>starvation</u> PICTURES and elicit students' responses. If necessary, define "starvation" (suffering from extreme hunger, and/or dying from lack of food). EXPLAIN that these things are <u>now occuring</u> to other people far away, and <u>they could occur here</u>. Elicit students' responses.	Provide content information.
	"How do you feel about knowing that people are dying because they do not have enough to eat?"	Help students relate their feelings to the lesson.
	EXPLAIN that hunger is <u>not</u> caused by a lack of food in the world, too many people, or ignorance. People are going hungry because they don't have	Provide content information.

the land, the jobs or other resources they need to feed themselves. Ask what could be other reasons for hunger in our community. Elicit students' responses.

"What do you think should be done?" — Provide positive support in accepting all answers.

6. Conduct a large group DISCUSSION that leads to the conclusion that we must always do everything we can to provide food and water for people and the plants and animals we care for.

"How many of you have pets/plants at home? What kind are they?" — Develop relevance.

"What does it mean to take care of your pet/plant?"

"What would happen if no one gave your pet/plant food, fertilizer, or water?"

7. Pass out worksheet to students and have them complete them. When the students have finished, ask for volunteers to read the sentences aloud. Clarify if necessary. — Facilitate comprehension.

8. Have the students write in their learning logs (see first lesson).

References:

Dunn, Phoebe. Animal friends. Creative Education, 1971.
Appealing photos of children with their pets from ants to ponies. Good read aloud on care of pets.

Pringle, Laurence. Our Hungry Earth. Macmillan, 1976.
Good teacher reference on the issue of hunger.

Rubin, Laurie. Food First Curriculum. Institute for Food and Development Policy, 1984.
Although it is targeted for use with Grade 6 students, this packet of lessons can serve as an excellent teacher reference. It covers the roots of hunger here and abroad, and how students can act locally on a global problem.

Whitney, Eleanor Noss and Eva May Nunnelley Hamilton. Understanding nutrition. West Publishing Co., 1984
Excellent teacher reference. Covers all aspects of nutrition in a manner that is easily understandable by a lay person.

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 3, pp. 2-17 to 2-20.

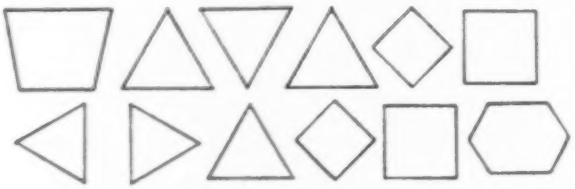
LIVING THINGS WITHOUT FOOD AND WATER Name _____

Instructions: Write the letters that match each shape to complete the words.

□ = G, g ▷ = H, h ◁ = T, t △ = I, i

◇ = N, n ⬡ = S, s ▽ = V, v ⏢ = L, l

What needs food and water?

Answer: 

W△◁▷ou◁ food a◇d wa◁er

peop□e □e◁ ⬡△ck a◇d

⬡◁ar▽e.

p□a◇◁⬡ w△□◁ a◇d

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We do ◇o◁ □△ke fee□△◇□

▷u◇□ry. We mu⬡◁ care for

o◁▷er⬡ ◁▷a◁ are ▷u◇□ry.

How do you show people you care for them when they say to you, "I'm hungry?"

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 3, pp. 2-17 to 2-20.

Lesson Title: Energy in Our Lives

Student Objectives:

Health--Defines energy as something that can make things move or get things hot.

Language Arts--Describes objects and events using relational concepts.

Materials:

- Camping stove or burner (opt.)
- Matches
- 1 worksheet/student
- Cooking pot with lid
- Approximately 1 cup of water
- Marking pens or crayons

Grade Level: 2

Teaching Procedure	Purpose

Note: The term "energy" has technical meanings that are expressed as the ability to move or heat objects. At this early point in a student's development these technical meanings are difficult to grasp. However, since the word energy is used so frequently in many contexts, including nutrition, it is important to establish a definition for the word.

In this lesson, we will talk about things that have energy. Over time, students will learn that <u>all things possess energy in some form</u>, including food.

The following set of couplets may help keep the nature of energy in mind. The first and last couplets are most important.

Energy it takes to move a car.
Energy it takes to heat a star.
Energy is in everything that grows.
Energy is in everything that glows.
Energy we find in oil from the ground.
Energy we find in a horn making a sound.
Energy comes from the light of our sun.
Energy comes from wheat from a bun.
Energy is all that we eat.
Energy is in all motion and heat.

1. INTRODUCE the lesson. — Develop interest and awareness.

"Today we're going to talk about 'energy'."

DEMONSTRATE the energy provided by a flame. Light the stove with a match and put a pot of water on to boil. Inform principal of your lesson. You may need to use stove in cafeteria for demonstration.

2. Determine students' understanding of the word "energy." Clarify definition if necessary. (Energy can make something hot and/or move it.)

   "What comes to your mind when I say 'energy'?"

   Determine students' level of language and experience.

3. Pass out a WORKSHEET to each student. Go over each picture as a class.

   "Does the thing shown have energy?"

   "Can it heat something?" (If so, the students are to write in the word "HOT.")

   "Can it move something?" (If so, the students are to write in the word "MOVE".)

   Provide students with means to practice skills and learnings.

   Note: Fire (flame)--heats a pot (which heats water)
   Stove--heats a pan (which heats our hand when we touch it and causes us to move our hand)
   Arm--moves a bat (which moves a ball)
   Gas--moves a car
   Horse--moves a person or a cart

   Have the students draw a picture in the empty boxes of something that the object shown can heat or can move.

   Help students use divergent thinking.

   As the students work, call them up in small groups to observe the boiling water. Elicit students' responses.

   Provide students with direct experience.

   "Does the flame have energy? How do you know?" (makes pot of water hot; makes water move, i.e. boil)

   Guide concept development and information processing.

4. Conduct a large group DISCUSSION that focuses on human energy.

   Guide thinking/ processing of information.

   "Do human beings have energy? How do you know that?" (We can make our bodies move.)

   "If we didn't eat any food for a long time, would we be able to move?" (no)

   "What gives human beings energy?" (food)

5. Have students take any object (pencil, eraser, chalk, etc.). Ask how they can give it energy.

   Provide opportunity for application of concept.

Note: To give energy to an object, it must be moved or heated. Have the students note that when we move something, while it is moving or being moved it can also move something else. When we heat something, the heated object can heat something else. For example, a heated pan heats our hand when we touch it.

If possible, have the students DEMONSTRATE their ideas.

6. Have the students write in their learning logs (see first lesson).

References:

Ardley, Neil. Hot and cold. Watts, 1983.
Demonstrates through a collection of experiments, the properties of heat and cold and their effects on objects. Intended for upper elementary students but also useful as a teacher resource for primary grades.

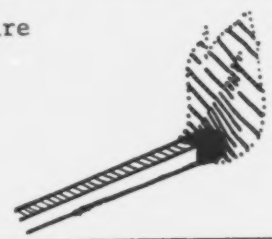
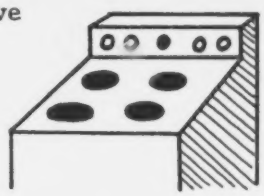
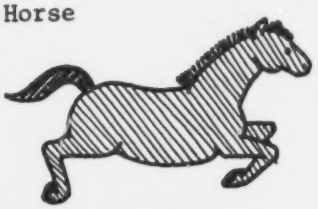
Breiter, Herta S. Fuel and energy. Raintree, 1978.
Brief introduction to types of fuel and sources of energy available.

Podendorf, Illa. Energy. Childrens Press, 1982.
Basic introduction to energy's many different forms.

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 4, pp. 2-21 to 2-24.

Name_____

ENERGY

Fire 	Can Make Things _ _ _
Stove 	Can Make Things _ _ _
Arm	Can Make Things _ _ _ _
Gas	Can Make Things _ _ _ _
Horse 	Can Make Things _ _ _ _

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 4, pp. 2-21 to 2-24.

Lesson Title: Food and Energy

Student Objectives:

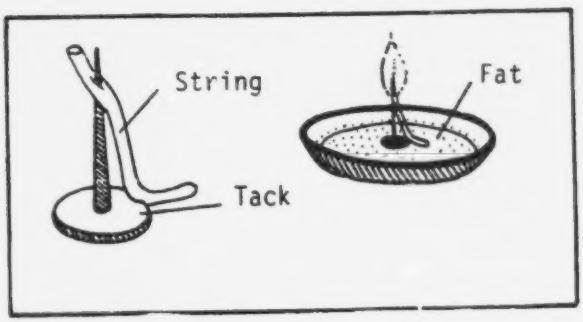
Health--Explains that food has energy.

Language Arts--Organizes information and draws conclusions.

Materials:
- 1 set of worksheets/student
- Push pins, long tacks and/or poultry lacing pins
- Peanuts
- Aluminum foil (optional)
- Wide-mouthed jar filled with sand
- String for wicks
- Aluminum pie plate
- Bacon grease, butter or cooking oil
- Small strips of raw chicken or fatty beef or pork
- Metal fork

Grade Level: 2

Teaching Procedure	Purpose
Note: This activity can easily be done for a birthday party, in which case you would use the cake or cupcakes instead of the wide-mouthed jar filled with sand.	
1. Make nut "candles" by putting peanuts on a push pin (see drawing). If these are used on a cake, put a piece of aluminum foil under the candle to catch the dripping oil. Before class, test the flammability of nuts. If they do not light easily, dip them in cooking oil. This will help to kindle the flame. Light candles from the underside.	Preparation for, and anticipation of problems during lesson.
Make a simple lamp as illustrated below. It can be used for burning cooking oil, fat, butter, or high fat containing substances. (Test before class.)	



Lamp for Burning Oils

When oils are burning--this heat source can be used to burn strips of chicken skin or fatty pork or beef. (Test before class.) This will be enough to show that living matter burns.

Note: If you cannot get the lamp to work, burn the chicken skin, beef of pork by holding it over the nut candle.

2. REVIEW the definition of "energy" as defined in the lesson titled "Energy in Our Lives" -- SOMETHING THAT CAN MAKE THINGS MOVE OR GET THINGS HOT.

Develop relevance.

3. Light the "candle(s)" and elicit students' responses.

Provide students with direct experience. Guide concept development and information processing.

"What do you notice?"

"Is a peanut a food?"

"Does it come from a plant or an animal?"

"Did the peanut burn? What was the burning like?"

"What is energy?"

"Does a peanut produce heat?"

"Does a peanut have energy?"

EMPHASIZE that the burning peanut <u>gives off heat</u> and therefore <u>has energy</u>.

"Do you think other foods burn?"

4. Light the "lamp" and burn the chicken skin or fatty meat. Elicit students' responses.

Provide students with direct experience. Guide concept development and information processing.

"What do you notice?"

"Does grease/butter/oil have energy?"

"Does chicken/pork/beef have energy?"

"Are there other things that come from animals that will burn?"

Make it clear that <u>all</u> food will <u>burn</u> (which means that <u>all food has energy)</u>.

"Why must we be careful of fire?" (We burn too!)

5. Pass out a set of WORKSHEETS to each student. Have the students <u>color</u> in those items that burn. Then have them <u>circle</u> the ones that seem to come from living things.

Have students synthesize and generalize from their experiences.

Note: Most <u>flammable</u> substances are <u>organic</u>, either coming from living material or composed of chemicals like those found in living materials.

Go over the answers to the worksheets. (Everything will be colored and circled except the steel bar, cement block, and typewriter.)

Facilitate comprehension.

6. CONCLUDE the lesson by eliciting students' responses.

Validate students' learning.

"Does food have energy?"

"Where do human beings get energy from?"

7. Have the students write in their learning logs (see first lesson), telling you everything they've learned about ENERGY and FOOD.

References:

Cobb, Vicki. Science experiments you can eat. Lippincott, 1972.
Experiments and recipes that can be done in a kitchen.
Scientific terms used may be difficult; however, the book is a
useful teacher reference for primary grades.

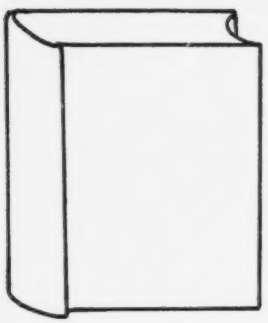
U.S. Dept. of Agriculture. What's to eat? and other questions kids ask about food. Govt. Printing Office, 1979.
Useful teacher reference filled with facts, recipes, games
about food and health.

"You - and your food." (Film) Disney, 1959. 8 min. (DOE film cat. no. 3277)
Jiminy Cricket stresses the value of foods which are necessary to
good health.

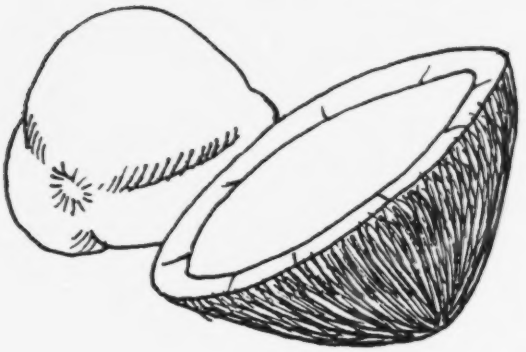
Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 5, pp. 2-25 to 2-28.

Food and Energy

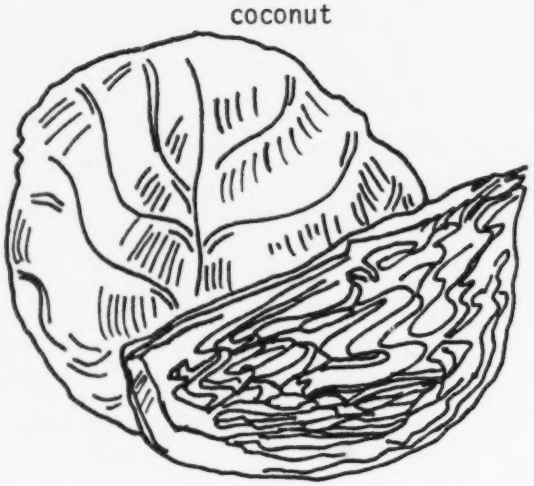
Name _____



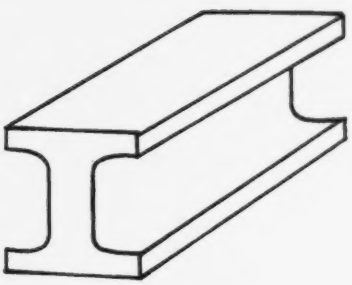
book



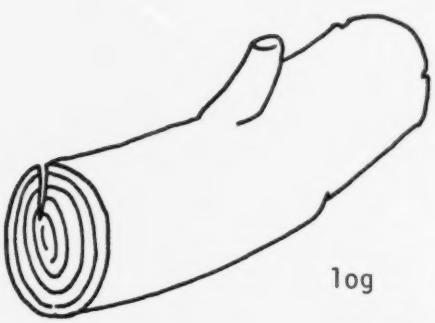
coconut



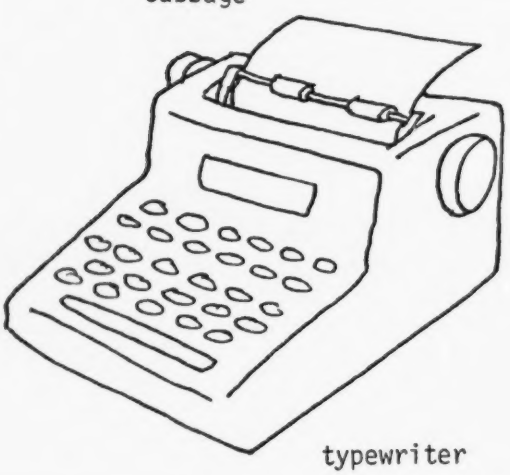
cabbage



steel bar



log

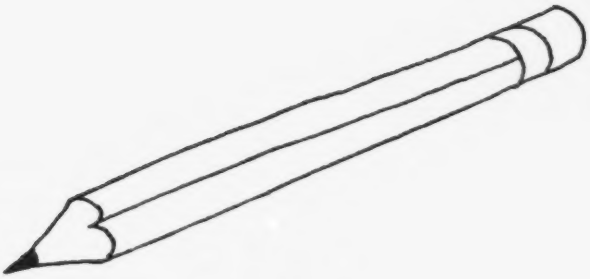


typewriter

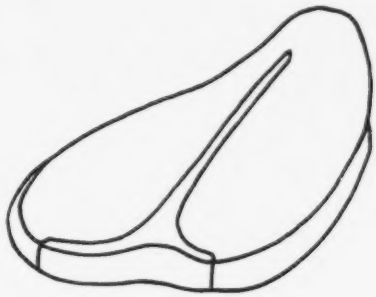
Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 5, pp. 2-25 to 2-28.

Food and Energy

Name _____

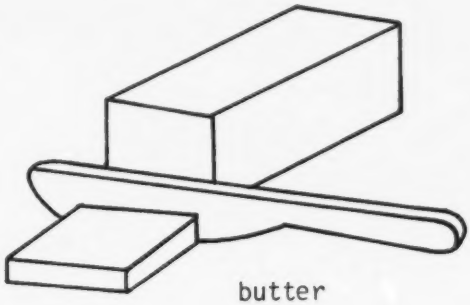


pencil

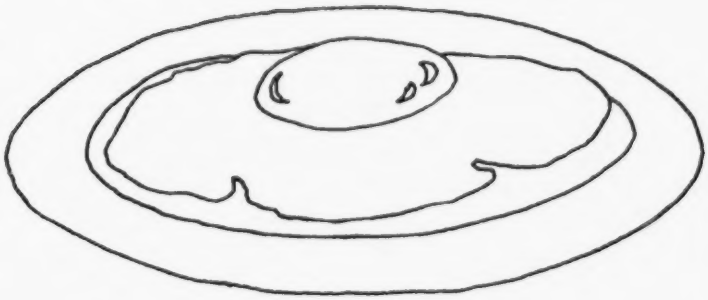


pork chop

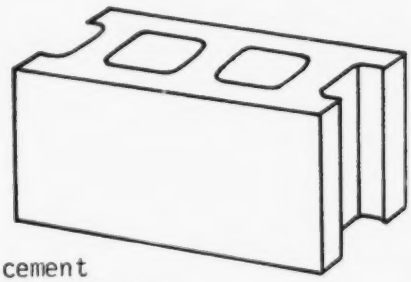
house



butter



egg



cement block

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 5, pp. 2-25 to 2-28.

Lesson Title: Food Likes and Dislikes

Student Objectives:

Health--States reasons for eating a variety of foods.

Language Arts--Uses information heard or read in meaningful and relevant ways.

Materials: Pictures of various kinds of food*
1 paper plate
1 piece of scratch paper/student
2 sheets of chart paper
Marking pen
1 worksheet/student
1 fact sheet/student

Grade Level: 2

Teaching Procedure	Purpose

*Ask your librarian for the Food Models (life-size, color photographic reproductions) produced by the National Dairy Council.

Note: Students at a very early age establish food and seasoning preferences. Preferences are strongly affected by parents and siblings. However, food associated with sickness and times of extreme stress may become distasteful to a child. Food once greatly enjoyed and overeaten, may be suddenly on the disfavored list. The process of disliking may be reversed and a distasteful food may become quite desireable.

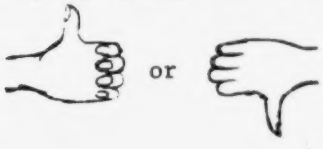
The way we feel about foods greatly affects how we choose foods. A food may be highly nutritious but if we dislike it, we may not be able to take advantage of its nutrient content, unless we can mask the offending taste, aroma, color, or texture.

1. INTRODUCE the lesson by asking for a volunteer to sit at a desk in front of the class. — Develop interest and awareness.

"Who would like to be served a meal?"

Give the student a plate. As you place different pictures of foods on his/her plate, display them first to the class and elicit their responses.

"Tell me how you feel about these foods by saying 'yummy' or 'yucky' and showing the signs:



2. Put the students in groups of two and provide each pair with a piece of scratch paper. EXPLAIN that they will each have a chance to write down their favorite food. CAUTION them not to let anyone but their partner see what they've written. Have them put their pencils away so they cannot change their answers.

Accommodate different learning styles through the use of different group configurations. Get a true picture of their preferences. Avoid the effects of peer pressure. Draw on students' experiences.

3. Have each pair report what they've written. Using the CHART PAPER, compile a list of the students' favorite foods. (Save it for use in the lesson titled "Different Ingredients--Yuk or Yummy.") Keep a tally on the side to see how many times a food is repeated.

Poll the students to assess how many students like each of the listed foods. Record this on the chart paper too. Elicit students' responses. Acknowledge individual differences. If necessary, introduce words such as "taste," "texture," "appearance," and "aroma" or "smell."

Integrate vocabulary.

"What do you like about _____?"

4. Follow the same procedure for foods that students dislike (list, poll, individual differences).

Draw on students' experiences.

"What don't you like about _____?"

5. Have the students compare the charts to see if they can find foods which are on both the like and dislike lists. Emphasize that each student has his or her own preferences.

Guide thinking: compare and contrast.

6. Conduct a large group DISCUSSION that brings out the idea that we can "educate" ourselves to like foods. Guide the students to the conclusion that when we remain open to tasting food, we open up the possibility of enjoying that food.

Guide concept development and information processing.

"Can you give me examples of foods you once liked and now dislike? Why did your feelings change?"

"Can you give me examples of foods you once disliked and could not eat, but now like or can eat?"

7. Have the students tell what foods if any they do not like in the school lunch. (Usually these will fit in the categories of salad, cooked vegetables, and milk.)

Draw on students' experiences.

"How many of you are going to eat the school lunch today?"

"What does _____ (cafeteria manager) serve that you don't particularly like?"

WRITE these words on the chalkboard: vitamins, minerals, carbohydrates, fats and proteins. Then point out to the students that:

Integrate vocabulary.

a. foods contain things (vitamins, minerals, carbohydrates, fats and proteins) that our bodies need to be healthy.

Provide content information.

b. we can get all these things IF WE EAT A VARIETY OF FOODS.

c. the school lunch provides 1/3 or more of the things in food they need each day.

d. if they do not eat certain foods at lunch, they may not get enough of the things they need to be healthy.

8. Pass out a FACT SHEET to each student. Have them study it and encourage them to make observations.

"What do you notice?"

Guide thinking/ processing of information.

"What substances does salad/cooked vegetables/ milk contain?"

"What would you not be getting if you didn't eat any vegetables--raw or cooked?"

"What healthy body parts will you get with _____?"

"What would happen if you were not getting those vitamins and minerals?"

Emphasize the importance of eating a variety of foods. Explain that eating a variety of foods can add to their enjoyment of eating.

9. Launch a 2-week campaign to get students to widen their preference for vegetables, probably the most disliked item of the school lunch. Pass out a WORKSHEET to each student. Begin the campaign by having the students check on the worksheet whether they eat or do not eat vegetables and also whether they like, do not mind, or dislike vegetables.

Provide opportunity for application of concept.
Determine students' preferences at the start of the campaign.

Ask that each day for two weeks they eat as many vegetables as they can. On the chalkboard, draw a diagram of the school lunch plate similar to the ones on the student worksheet. ILLUSTRATE the manner in which they are to record the amount of vegetables they eat each day. (See the key below.)

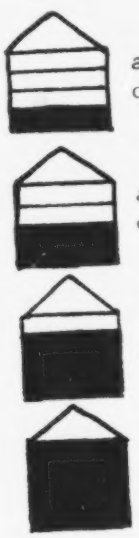
Facilitate comprehension.

Each day after lunch, provide the students with a few minutes to color in the amount of vegetables they ate. Have them also write in on the blank line the "Kinds of Vegetables" they ate. Students can also write or draw in the main dish in the block on the tray. They may also want to keep track of the amount of milk they drink.

Provide opportunity for application of concept.

Key

Salad or Vegetables



about 1/4 or one out of four parts

about 1/2 or two out of four parts

about 3/4 or three out of four parts

all

Milk

Note: The campaign can be repeated for a different food, such as milk, cooked vegetables, or fruit. CAUTION: Some children (particularly of Asian descent) may have an intolerance for milk. This may or may not be in their medical record. Do not pressure the child who complains about drinking milk. Usually such a campaign will result in 100% increase in the amount of salad, vegetables, or milk consumed over the period of the survey. Most students will find they can tolerate salad, vegetables, and milk. Gains in the campaign can be maintained by a periodic recheck of consumption.

10. At the end of the two weeks ask the students whether their consumption of vegetables has changed.

Evaluate adoption of new eating practices.

"If they did not eat vegetables before, can you eat them now?"

"If you disliked vegetables before, do you now like them or at least do not mind eating them?"

Have the students check the appropriate blocks at the bottom of the worksheet.

11. Have the students write in their learning logs (see first lesson).

Follow-up Activities:

Have the students make "Eat Your Salad," "Eat Your Vegetables" or "Drink Your Milk" POSTERS. (If contacted ahead of time, the food service manager will usually be able to provide space in the dining area for the posters.) You may want to give the students a focus for their posters by having them do a sentence completion e.g. "When you EAT YOUR VEGETABLES you will be getting (name of a vitamin or mineral) which gives you healthy (name of a body part)."

Have students synthesize and generalize from their experiences.

Have the students do a ROLE PLAY. One child is the one who brings a lunch of soda, candy and chips every day. The other eats a school/home lunch that always includes vegetables. The vegetable eater has the job of convincing the junk food eater to eat a variety of foods. Emphasize that they be serious in their respective roles and not get silly.

Provide students with a simulated experience. Provide for association of concept to language and personal experience.

Have the students write a five-line POEM using the guidelines below.

Provide oppurtunity to use appropriate vocabulary.

Line 1: name of a vegetable

Line 2: two descriptive words

Line 3: word phrase describing what it does for you

Line 4: two more descriptive words

Line 5: repeat the first line

References:

Hoban, Russell. Bread and jam for Frances. Harper, 1964.
Frances says that she wants only two kinds of food, but when she gets her wish, she is not happy after all.

Rayner, Mary. Mrs. Pig's bulk buy. Atheneum, 1981.
Mrs. Pig comes up with a clever plan to stop her piglets from using the ketchup with everything they eat.

Sharmat, Mitchell. Gregory, the terrible eater. Four Winds, 1980.
Gregory's parents are worried because their young billy goat son doesn't eat his tin cans and buttons but prefers fruits and vegetables.

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 11, pp. 2-53 to 2-58.

Lesson ideas contributed by Jean Kurosawa.

Food Likes and Dislikes

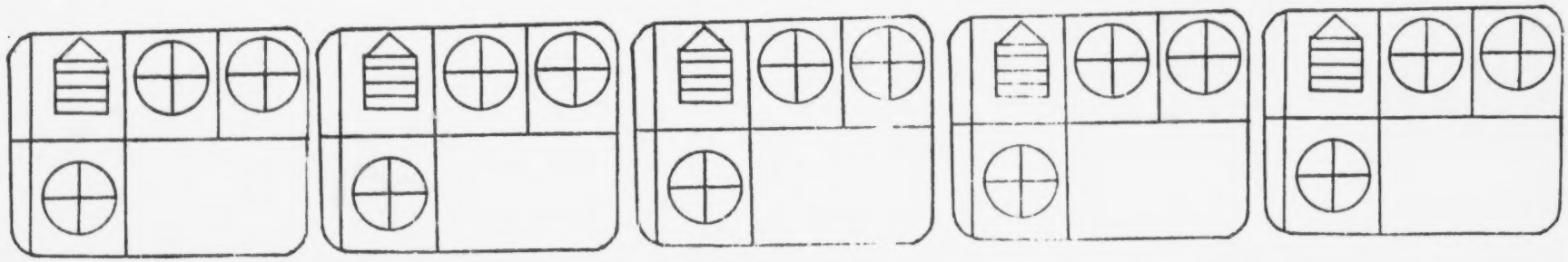
Name _____

Record of the Amount of Vegetables I Ate

Before Survey

I ☐ eat ☐ don't eat

I ☐ like ☐ don't mind ☐ dislike



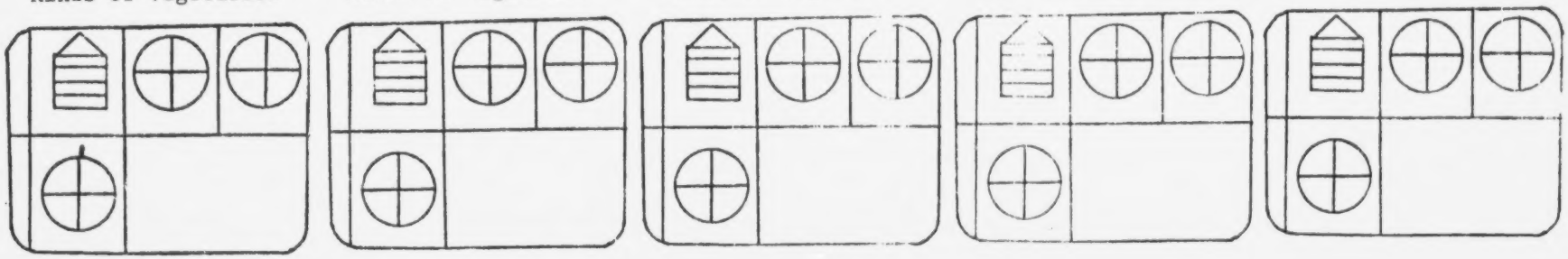
_____ Kinds of Vegetables

_____ Kinds of Vegetables

_____ Kinds of Vegetables

_____ Kinds of Vegetables

_____ Kinds of Vegetables



_____ Kinds of Vegetables

_____ Kinds of Vegetables

_____ Kinds of Vegetables

_____ Kinds of Vegetables

_____ Kinds of Vegetables

After Survey

I ☐ eat ☐ don't eat

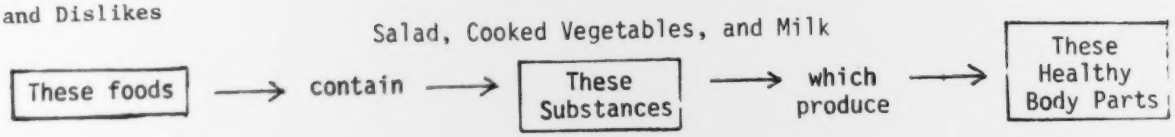
I ☐ like ☐ don't mind ☐ dislike

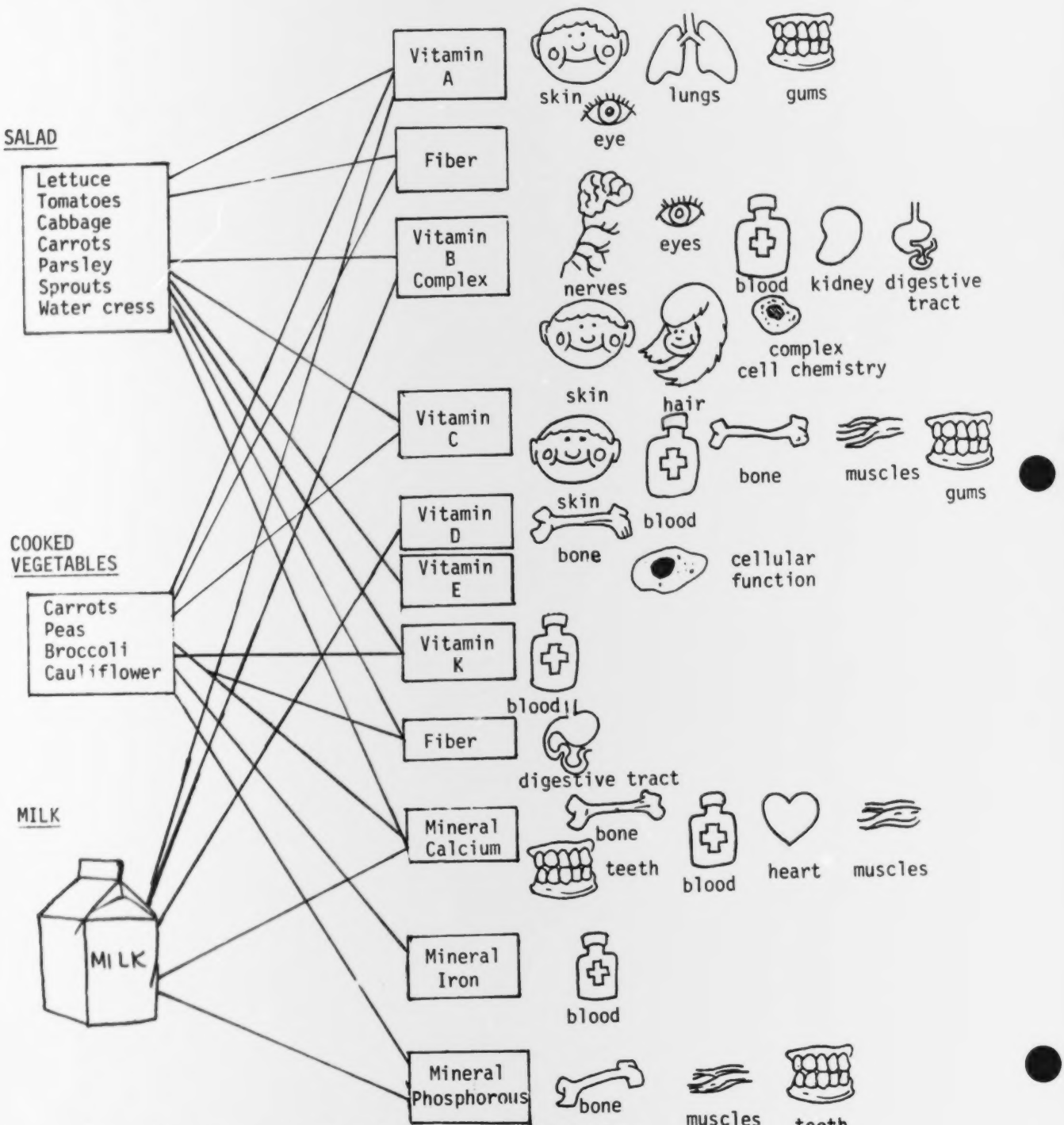
Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 11, pp. 2-53 to 2-58.

Food Likes
and Dislikes

Nutrition Fact Sheet for

Salad, Cooked Vegetables, and Milk





Exerpt from Nutrition Education Instructional Guide--
Grade 2, Activity 11, pp. 2-53 to 2-58.

Lesson Title: Different Ingredients--Yuk or Yummy

Student Objectives:

Health: Accepts and tastes a variety of foods.

Language Arts--Shares own experiences.

Materials:
- 1 worksheet/student
- Mixing bowl and spoon
- Small paper plates
- Raw cauliflower
- Raw broccoli
- 2-8 oz. cartons of sour cream
- 1-2 pkgs. of a salad dressing or dip mix

Grade Level: 2

Teaching Procedure	Purpose
Note: This lesson is designed to help students understand that food which may have some undesirable properties to them, can be made palatable through preparation.	
1. POLL the students ahead of time to determine how many students like and dislike cauliflower and broccoli. If the majority of students like these vegetables, you may want to find some other vegetables to work with.	Provide a meaningful experience.
2. The night before the lesson, STEAM the vegetables for 4-5 minutes so that they are cooked but still crispy.	
3. INTRODUCE the lesson. "Today you will have a chance to do some taste tests. . . Remember we said that if we don't keep an open mind and at least try different foods, we may miss out on some yummy foods. Sometimes when foods are fixed a different way, they taste better than when we've had them before."	Develop relevance, interest and awareness.
4. Pass out a WORKSHEET to each student. Then put out samples of sour cream, and dry packaged dressing mix for students to TASTE. Make sure they try the sour cream first, otherwise the taste of the dry mix will still be on their tongues. Have the students RECORD on their worksheet their reactions to each ingredient. Get a consensus of the class response to each ingredient.	Provide students with direct experience.

5. To make the dip for the vegetables, MIX the packaged dressing mix in 2-8 oz. containers of sour cream.

   Have the students TASTE the dip and RECORD their reactions. Encourage them to share their feelings.

   Help students relate their feelings to lesson.

6. Put out small samples of raw BROCCOLI and CAULIFLOWER for tasting. Have students record their response to each item. Then have students dip the vegetables and TASTE them. Have them RECORD their response. Get a consensus of the class response to each ingredient.

7. Conduct a large group DISCUSSION that leads to the conclusion that we may not like a food in one form, but we can usually prepare that food so we do like it.

   "Can you give me examples of other foods that you don't like to eat one way, that taste better if they're fixed another way?"

   Draw on students' experiences.

   Display the LIST OF FOODS that the students said they dislike (see lesson titled "Food Likes and Dislikes"). Have the students choose a food that they dislike. As students share their disliked food, elicit responses from the other students.

   Provide positive support in accepting all answers.

   "Can you share a way of fixing _____ that makes it taste good to you?"

8. Have the students write in their learning logs (see first lesson).

References:

Clymer, Eleanor. Hamburgers - and ice cream for dessert. Dutton, 1975.
When two families become stranded on an island, they discover there are other things to eat besides their usual hamburgers, mashed potatoes, peas, and ice cream.

Hoban, Russell. Bread and jam for Frances. Harper, 1964.
Frances says that she wants only two kinds of food, but when she gets her wish, she is not happy after all.

Jenkins, Karen S. Kinder krunchies. Discovery Toys, 1982.
Includes healthy snack recipes for all the basic food groups. A useful teacher reference that gives simple discussion questions and lessons that can be done in a classroom.

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 12, pp. 2-59 to 2-62.

Different Ingredients--Yuk of Yummy Name_____

I think it tastes - - -

yucky

okay

yummy

Sour Cream	Packaged Mix	Dip

Broccoli	Cauliflower	Broccoli with Dip	Cauliflower with Dip

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 12, pp. 2-59 to 2-62.

Lesson Title: Experiments With Foods**

Student Objectives:

Health--States that too much fat in the diet is unhealthy because it is associated with heart disease and certain cancers.

Language Arts--Predicts relevant outcomes and projects thinking beyond the information given.

Materials: Food models and pocket chart*
Food samples such as bacon, bananas, cheese, chocolate, dried cereal, lettuce, margarine, mayonnaise, peanuts and potato chips
Brown paper bags

Grade Level: 2

Teaching Procedure	Purpose
*Refer to the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the lesson plan and materials for Activity 5 from the second grade kit.	
The note to the teacher in this lesson reads, "After studying people who live in different regions, some epidemiologists hypothesize a link between high fat diets and cancers of the colon, breast and prostate. This lesson involves experimenting with different foods to find evidence of fat content."	
Step 1 (introduce lesson)	Develop relevance.
Step 2 (use pocket chart and food models)	Allow students to make predictions.
Step 3 (students rub food samples on the brown paper bags)	Provide students with direct experience.
Step 4 and 5 (<u>after</u> the bags have dried, students evaluate results)	Validate students' predictions.
Note: <u>High fat</u> foods include bacon, cheese, chocolate, margarine, mayonnaise, peanuts and potato chips. <u>Low fat</u> foods include bananas, dried cereal and lettuce.	
Have the students write in their learning logs (see first lesson).	

References:

"All about you." (ETV)
Series of 30, 15-minute programs that deal with good health care. One program, "It's what you eat," deals with nutritional content of meals.

Cobb, Vicki. More science experiments you can eat. Lippincott, 1979.
Presents classroom experiments that can be done by using scientific principles to better understand food. Useful as teacher resource for primary grades.

"Eat for health." (Film) EBEC, 1981. 8 min. (DOE film cat. no. 7596)
Identifies nutrients and shows food in various forms of preparation. Helps viewers understand that what they eat affects the way they feel and grow.

**Project Choice--A Curriculum in Cancer Prevention, Grade Two, Activity 5, by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984.

Lesson Title: Which Foods**

Student Objectives:

Health--Identifies food with high, low and no fat content.

Language Arts--Makes generalizations based on what was heard or read.

Materials: 1 set of worksheets/student*

Grade Level: 2

Teaching Procedure	Purpose
*Refer to the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the lesson plan and materials for Activity 6 from the second grade kit. The note to the teacher in this lesson reads, "Good food habits are important to good general health, and to minimize risk of certain diseases. This lesson makes children aware of different food values and encourages them to choose more low and no fat foods." Review (list foods under the headings "High Fat" and "Low/No Fat" rather than just "High Fat" and "No Fat")	
Step 1 (introduce lesson)	Develop relevance.
Step 2 (distribute dot-to-dot worksheets)	Facilitate comprehension.
Step 3 (identify other foods that can be added to the "High Fat" and "Low/No Fat" lists)	Help students use divergent thinking.
Have the students look at the two lists of foods. Assist them in making these generalizations: a. Fried foods are high fat. b. Nuts are high fat. c. Whole milk and its products e.g. ice cream, are high fat. d. Beef and pork (including hot dogs, sausages, luncheon meat, bologna, etc.) are high fat. e. Fish is low fat. f. Fruits and vegetables are low or no fat.	Guide thinking/ processing of information.
Have the students write in their learning logs (see first lesson).	

References:

Cooper, Jane. Love at first bite. Random House, 1977.
Recipes for breakfast, lunch, snacks, desserts that are alternatives to pre-packaged junk food. Most recipes are no-cook and can be done by young children.

"Eat for health." (Film) EBEC, 1981. 8 min. (DOE film cat. no. 7596)
Identifies nutrients and shows food in various forms of preparation. Helps viewers understand that what they eat affects the way they feel and grow.

Pinkwater, D. Manus. Fat men from space. Dodd, 1977.
William encounters raiders of junk food from outer space in this nutrition-conscious farce. Read aloud fiction.

**Project Choice--A Curriculum in Cancer Prevention, Grade Two, Activity 6 by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984

Lesson Title: Varied

Student Objectives: Varied

Materials: in PROJECT CHOICE kit**

Grade Level: 2

The following lessons can be found in the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School).

Activity One--"What is Cancer?"
Cancer as a non-contagious disease linked to certain daily choices; cell behavior

Activity Two--"Habits and Health"
Habits and their consequences on health

Activity Three--"Habits-How to Change Them"
Habit formation and how to change habits

Activity Four--"Prevention and Care"
Care and prevention of common health problems

Activity Five--see p.E-44

Activity Six--see p. E-46

Activity Seven--"Sun Safety"
Sun and health consequences; behaviors which prevent sunburn

Activity Eight--"Lungs"
Respiratory system and how it works

Activity Nine--"Lungs and Smoke"
Health consequences of smoking on the respiratory system

Activity Ten--"Body Changes and Review"
Identify healthy and unhealthy body changes; review of choices which lower cancer risk

**Project Choice--A Curriculum in Cancer Prevention, Grade Two, by Fred Hutchinson Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984. (10832 Pacific Highway South, Seattle, Washington 98188)

Lesson Title: Food and Advertisements

Student Objectives:

Health--Cites the influence of advertisement on the choice of foods.

Language Arts--Interacts with others in a variety of situations that stimulate language growth.

Materials: Worksheet
Chart paper
Marking pen

Grade Level: 2

Teaching Procedure	Purpose

Note: We are exposed constantly to advertisements. Advertisements on television and radio, and in magazines and newspapers fill a substantial part of our auditory and visual environment. More important to the commercial world are a product's jingle, song, logo, or visual image which linger on in consumer's minds. With students spending a substantial part of their waking hours exposed to such advertising, it is important that they become aware of the impact of advertisements on their lifestyle.

The impact of food advertising will vary from student to student. Factors to consider are:

1. Amount of time spent in exposure to the advertisements.
2. Parental reaction to student's request to try advertised items.
3. Students' individual acceptance of foods (likes/dislikes).
4. Peer and sibling influences.
5. Students' individual reaction to advertisement.

1. Duplicate enough worksheets for each group of four to have one.

2. INTRODUCE the lesson. — Develop relevance, interest and awareness.

"Today we're going to talk about food and advertisements."

3.	Determine the students' understanding of the word "advertisement" (something that calls the public's attention, especially by emphasizing the desirable qualities of the item so as to arouse a desire to buy or patronize). Elicit students' responses. Clarify if necessary. "The word 'ad' is an abbreviation/short-cut for the word 'advertisement.' Can you give me an example of an ad that you've seen on TV or heard on the radio?"	Determine students' level of language and experience.
	Give EXAMPLES of TV <u>news</u> items and different kinds of TV <u>ads</u> (for cars, furniture, etc.) and have the students DISTINGUISH between news items and ads. EXPLAIN that news and ads are also found elsewhere besides the TV. Elicit students' responses. "Where else do you find news and ads besides the TV?" (newspaper, magazines, radio)	Facilitate comprehension. Provide opportunity to use appropriate vocabulary.
	EXPLAIN that advertisements that are found on the TV and radio are called "commercials."	Integrate vocabulary.
4.	Place the students in groups of 4. Pass out a worksheet to each group. Tell the students that they will have 5 minutes to write down as many foods and drinks as they can that they have seen/heard advertised on TV/radio. The ads must be ones that at least 2 group members have seen/heard.	Accommodate different learning styles through the use of different group configurations.
5.	Have each group report what they've written. Using the CHART PAPER, compile a <u>list of foods and drinks that are advertised</u>. Keep a tally on the side of those foods that are mentioned by more than one group as an indication of which foods are commonly advertised. CIRCLE ten foods with the greatest number of tally marks. Instruct the students to begin completing Part B of their WORKSHEETS by copying down the ten circled foods.	Draw on students' experiences.
6.	REVIEW the information about the potential health risks of eating <u>too much fat</u> (see lessons titled "Experiments with Foods" and "Which Foods?"). Conduct a large group DISCUSSION about eating <u>too much sugar</u>. Elicit students' responses.	Validate students' learning. Assess students' knowledge. Provide content information.

"What could happen if you eat/drink too many foods that contain a lot of sugar?" (cavities, overweight)

"How does sugar taste?" (sweet)

"Name some foods that are very sweet."

7. Have the students complete their WORKSHEETS. Then conduct a large group DISCUSSION that brings out the idea that ads are made because the companies want to sell more of their product. Guide the students to the conclusion that <u>we should not buy something just because it is advertised</u>.

Guide concept development and information processing.

"Why do you think food companies advertise on TV and radio?"

"How many of you like most or all of the ten foods you wrote down in Part B?"

"Are advertisements an effective way to get people to buy certain kinds of food?"

"How many of the ten foods are high in fat/sugar?"

"If you ate those ten foods all the time and nothing else, would you be very healthy?"

"Should we decide what to eat by only listening to advertisements?"

8. Have the students write in their learning logs (see first lesson).

Follow-up Activity:

Have the students write a jingle to advertise the salads, vegetables, or the milk in the school lunch. Then have them set the jingle to music. If the jingle is catchy, have the students record it and arrange to play it regularly over the school intercom. The students may later poll their friends to see if they learned their jingle. (This activity will go well with a school lunch campaign.)

References:

Adoff, Arnold. Eats. Lothrop, 1979.
Poems to stimulate the palate and creative writing as well.

Cole, William. Poem stew. Lippincott, 1981.
Comic compilation of poems about food that might be used to inspire jingle writing.

"Soopergoop." (Film) Churchill Films, 1975. 13 min. (DOE film cat. no. 7297)
Two cartoon characters persuade children to buy Soopergoop. Reveals how children are influenced by advertising that appeals to their desires.

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 13, pp. 2-63 to 2-65.

Food and Advertisements

Name_____

Part A. We often see these foods and drinks advertised on TV:

Part B. Commonly Advertised Foods	Check (✓) here if you like to eat this food.	Circle F for foods high in FAT or S for foods high in SUGAR.
1)_____		F S
2)_____		F S
3)_____		F S
4)_____		F S
5)_____		F S
6)_____		F S
7)_____		F S
8)_____		F S
9)_____		F S
10)_____		F S
	Totals _____	_____ _____

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 13, pp. 2-63 to 2-65.

Lesson Title: Foods From Here and There

Student Objectives:

Health--Identifies ways that types of food and patterns of eating may be related to different cultures.

Language Arts--Adapts speech and writing for specific purposes and audiences.

Materials: 1 set of coloring pages/student
Crayons
Scissors
Glue
1 large sheet of construction paper/student
Writing paper

Grade Level: 2

Teaching Procedure	Purpose
1. INTRODUCE the lesson. "Today we're going to talk about food and culture." (Write "culture" on the blackboard.) "In just a little while I will give each of you a 'coloring book' that has pictures of foods from different cultures."	Develop interest and awareness.
2. EXPLAIN that culture is what's special about a group of people e.g. what they eat, their art, their music, their language, etc.	Provide content information.
Determine the students' understanding of the word "culture" (the customs of a racial, religious, or social group). Use an example from your own experience e.g. "I am Japanese and I was born in the United States of America, so I know a lot about the Japanese culture and the American culture." "What is <u>your</u> cultural background? What kind of customs does your family follow?"	Determine students' level of language and experience.
3. Pass out one set of COLORING PAGES to each student. Help the students name each of the foods. DISCUSS which culture each food typifies e.g. Japanese, Hawaiian, Chinese, American, Samoan, Tongan.	Guide thinking/ processing of information.

4. Make sure each student has scissors, glue, and a sheet of construction paper. Ask the students to pick out five foods they would like to eat in a meal. Have the students cut and paste the pictures onto the construction paper.

Provide students with a simulated experience.

5. Pass out writing paper and have the students do the following sentence completions:

"I choose to eat _____."

"The foods I choose are from the _____ cultures."

"I choose these foods because. . ."

Provide opportunity to practice written communication skills.

Have the students paste their writing paper so that if hangs off the bottom of their construction paper. When time allows, have the students color their "meal."

Provide students with means to practice skills.

6. DISCUSS with the students how their own cultural background influences their food choices.

"What foods did you choose? From what culture are they?"

"Why do you think people from those cultures eat those foods?"

"Which foods are the most popular?"

"Do you usually prefer foods from your own culture?"

"Why are foods from a person's culture usually liked best by that person?"

Guide thinking/ processing of information.

7. Have the students write in their learning logs (see first lesson).

References:

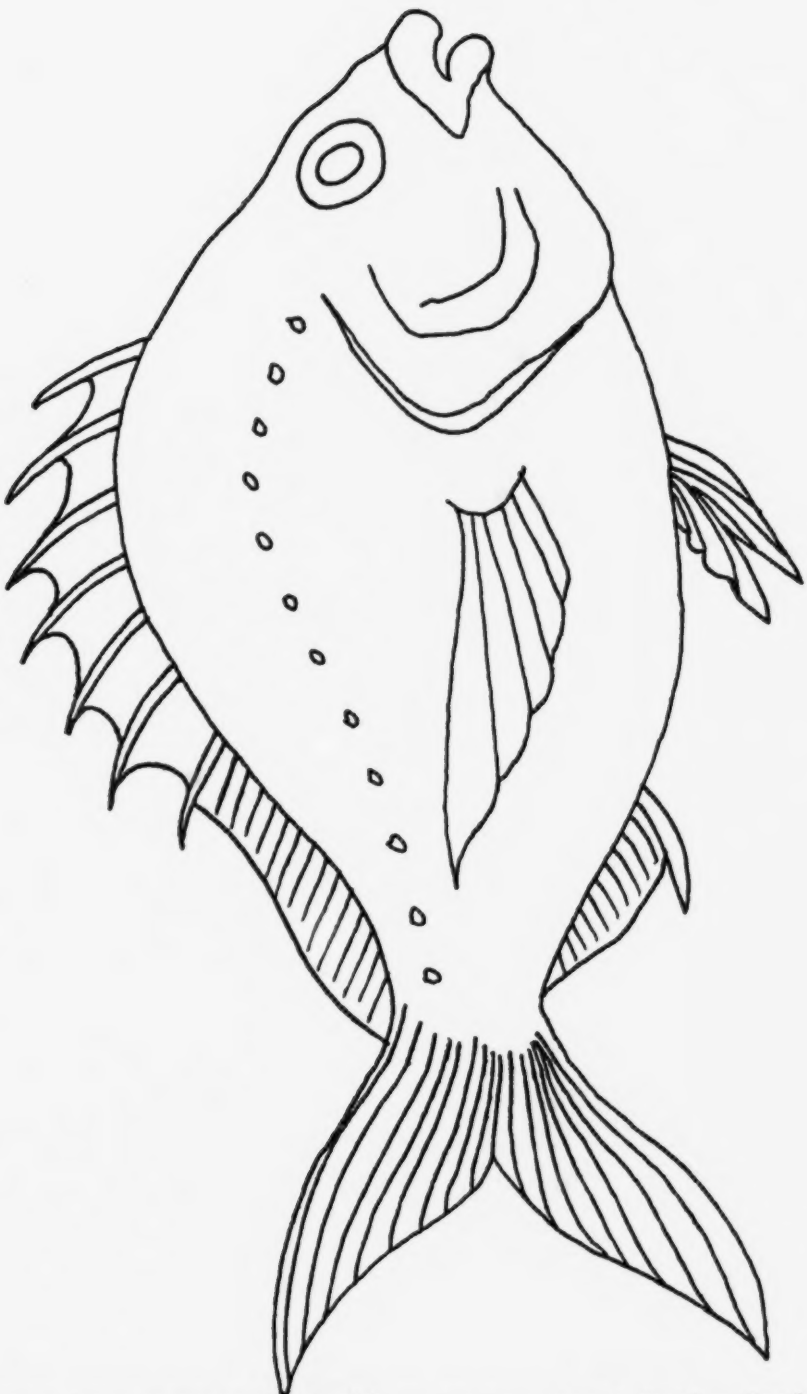
Cooper, Terry Touff. Many friends cooking: an international cookbook for boys and girls. Philomel, 1980.
Recipes from over 30 nations including many Third World countries, accompanied by information relating to customs and ceremonies. Useful teacher resource.

Corum, Ann. Ethnic foods of Hawaii. Bess Press, 1983.
Good teacher reference that presents a little history and culture through the foods and cooking traditions of Hawaii's various ethnic groups.

"Families: food and eating." (FIlm) Churchill Films, 1976.
15 min. (DOE film cat. no. 7273)
Shows sources of foods, methods of preparation, and eating across cultures in Japan, U.S., and Mexico.

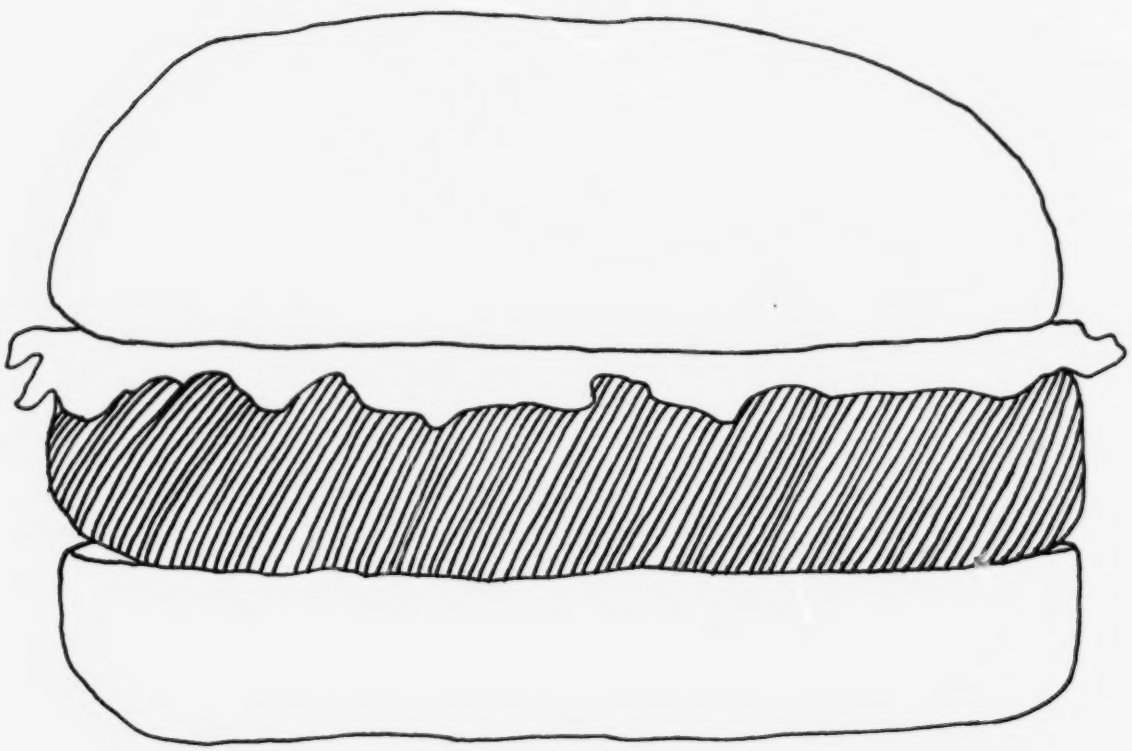
Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 14, pp. 2-67 to 2-82.

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 14, pp. 2-67 to 2-82.



Fish

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 14, pp. 2-67 to 2-82.



Hamburger

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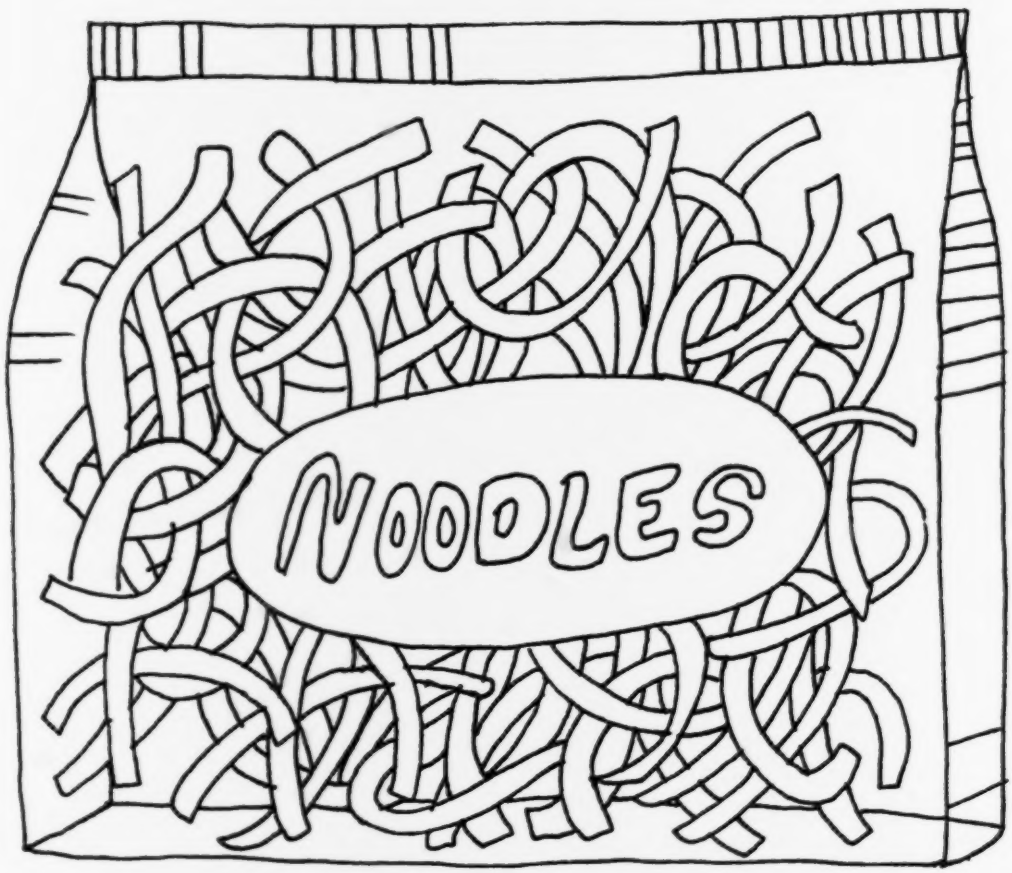

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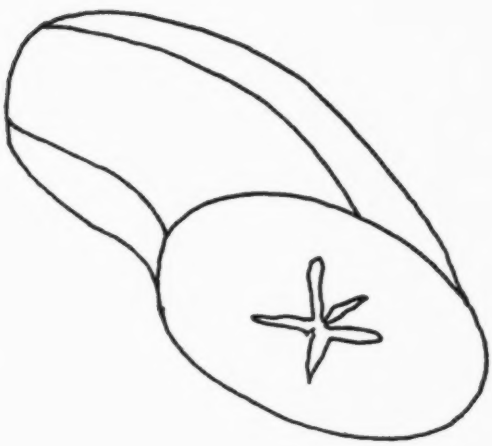

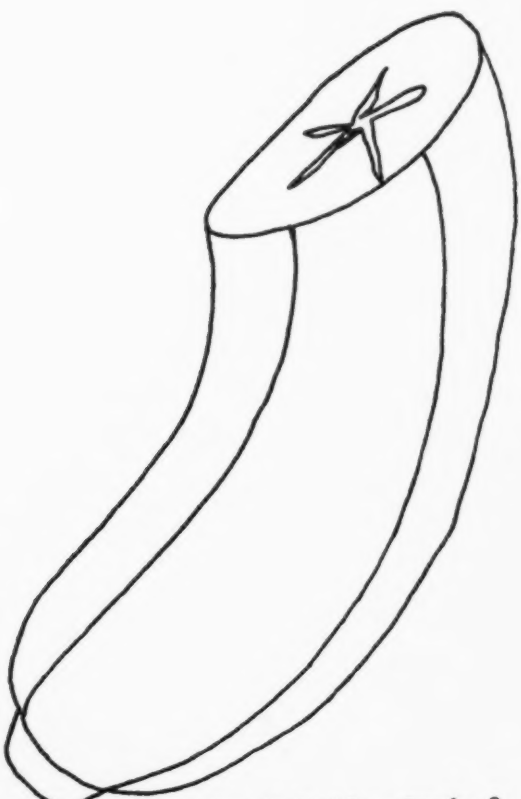

Banana

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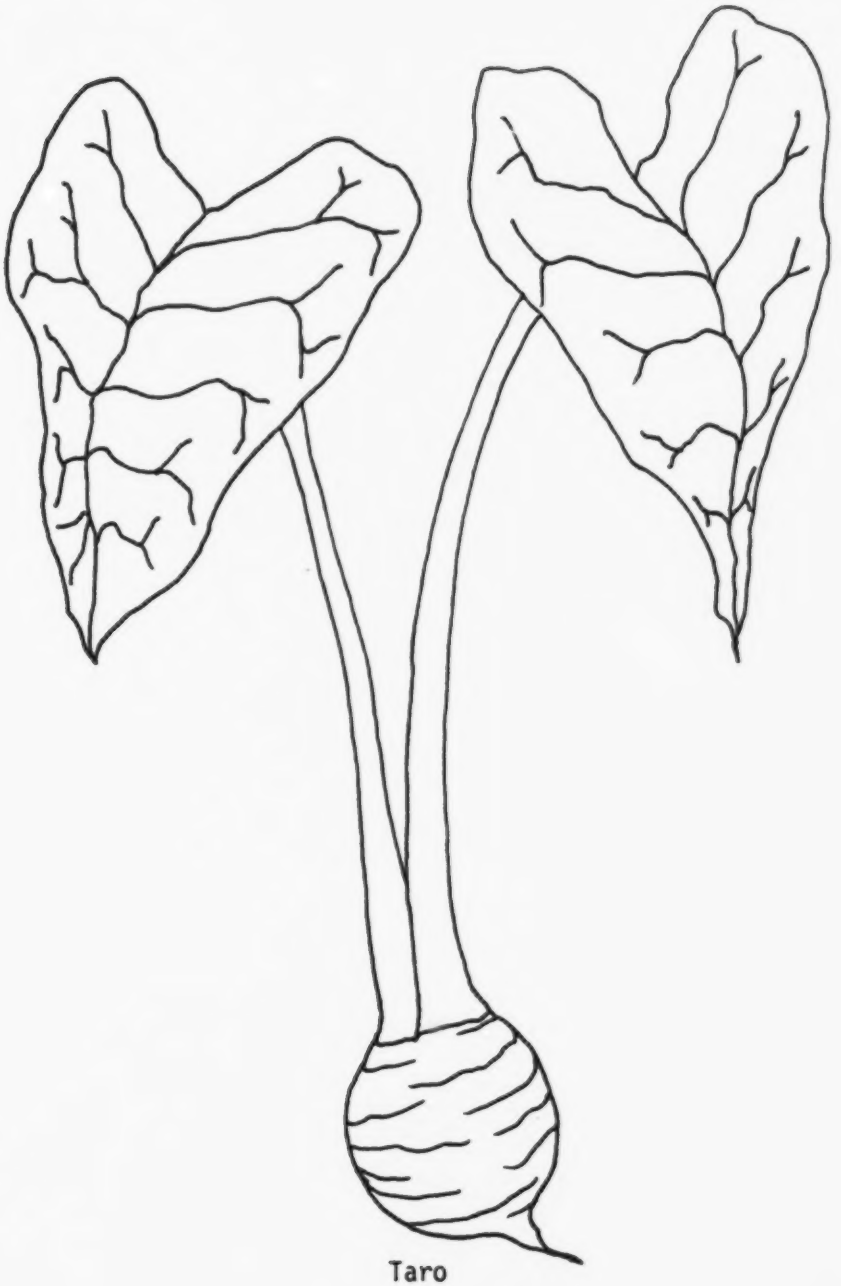
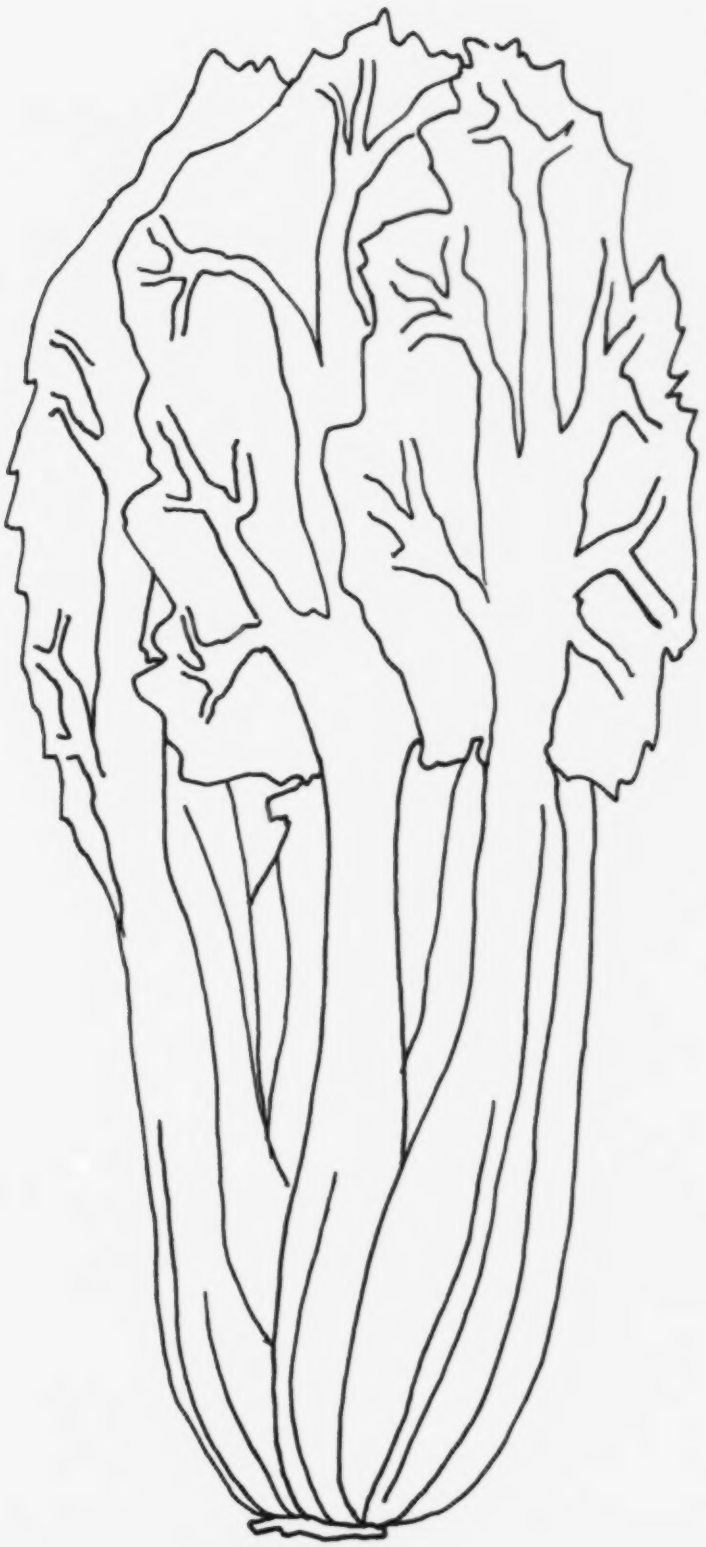


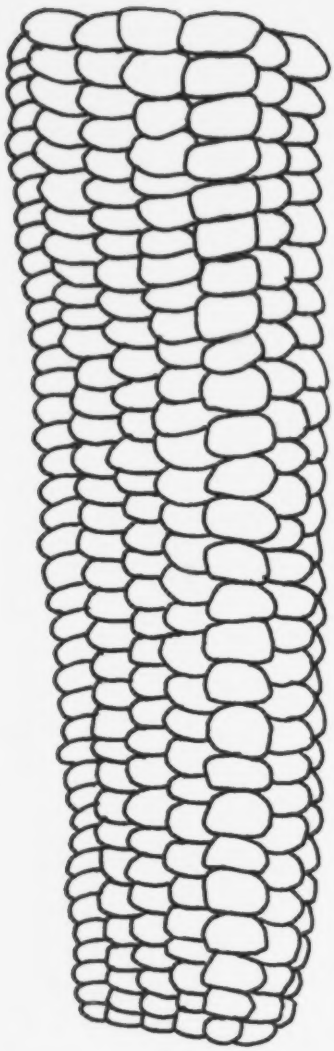
Taro

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 14, pp. 2-67 to 2-82.



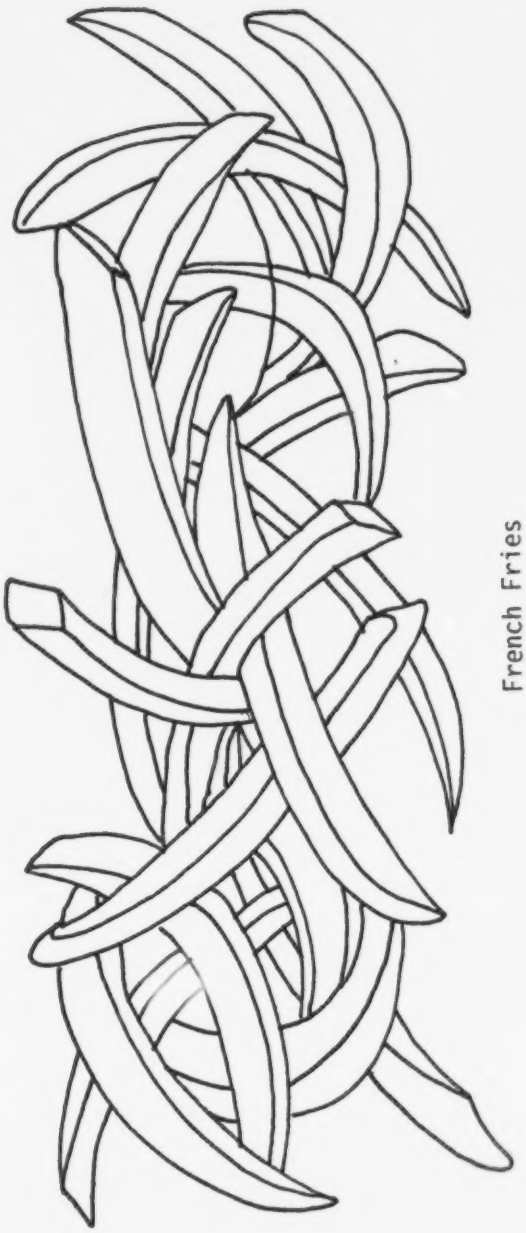
Chinese Cabbage

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 14, pp. 2-67 to 2-82.



Corn on the Cob

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 14, pp. 2-67 to 2-82.



French Fries

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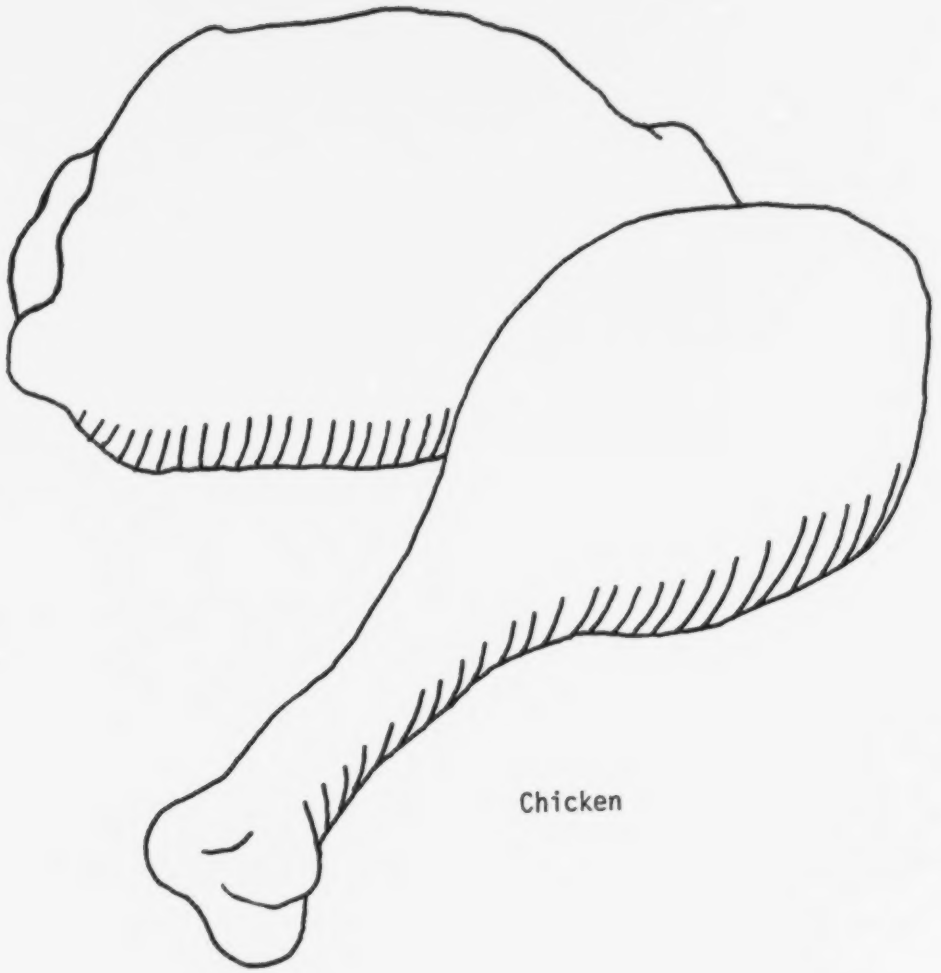

Chicken

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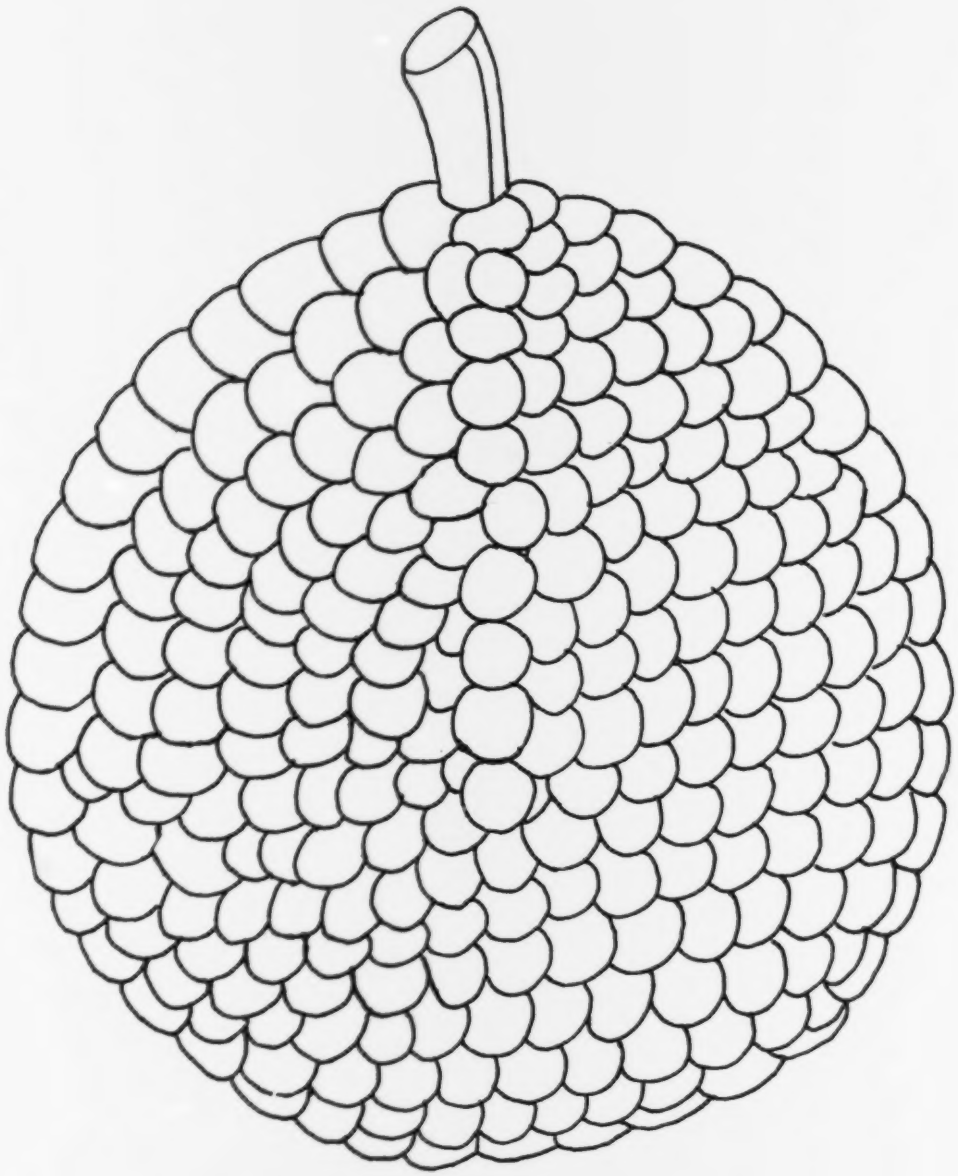

Breadfruit

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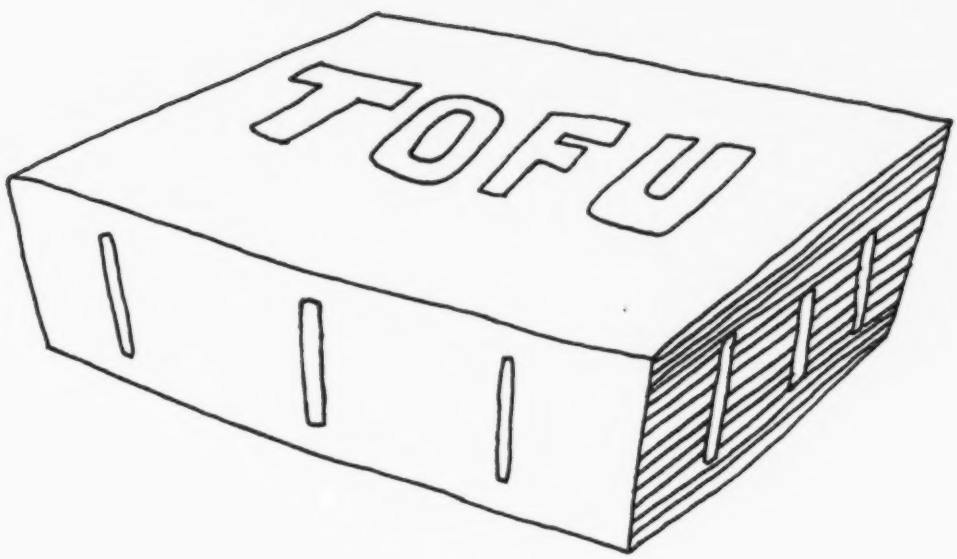

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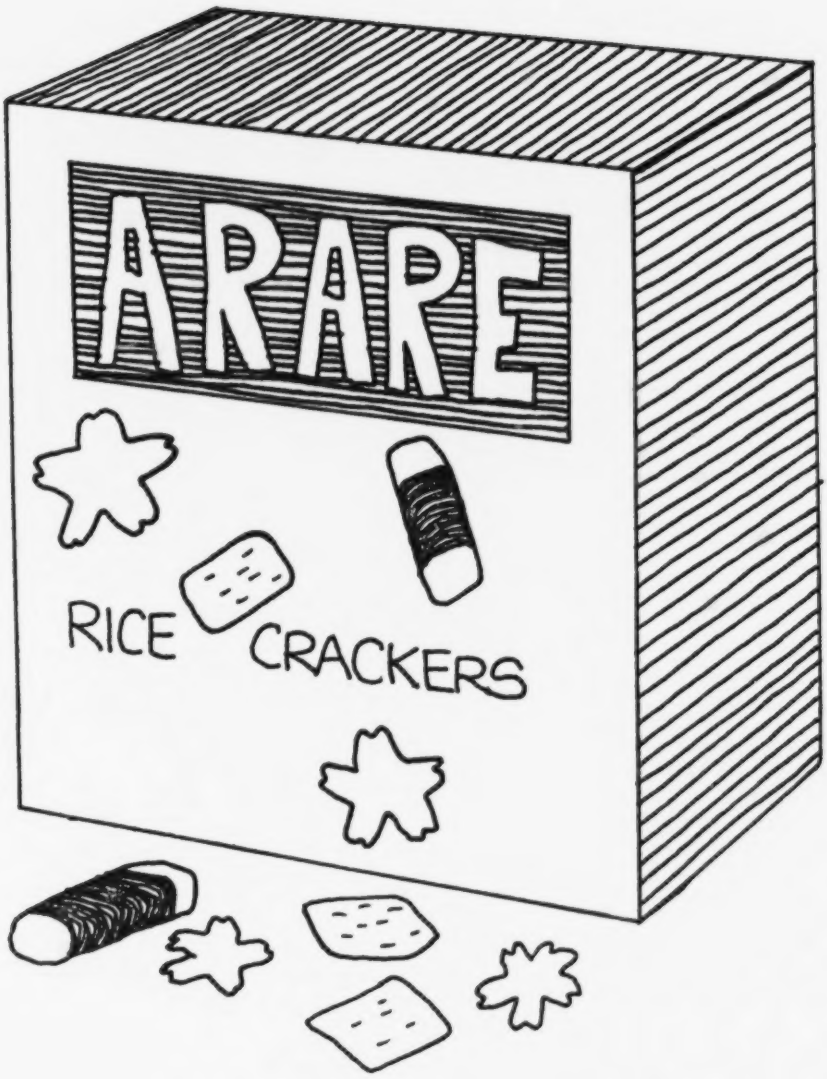

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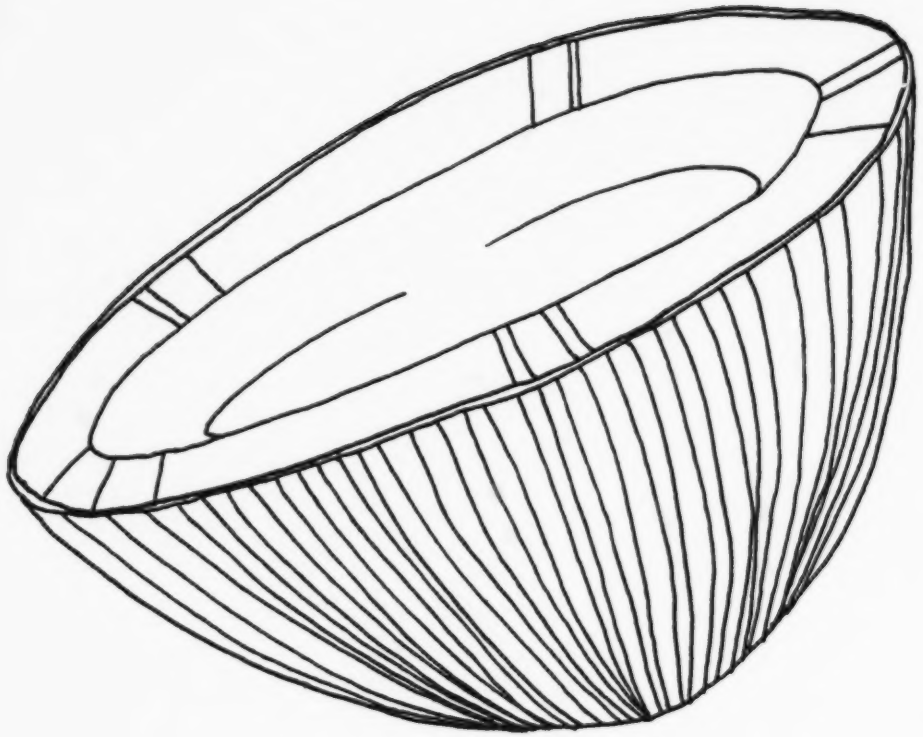


Coconut

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 14, pp. 2-67 to 2-82.

Lesson Title: Grow, Glow, and Go Foods

Student Objectives:

Health--Explains that food contains substances for energy, growth and health.

Language Arts--Asks questions necessary to gain assistance and information.

Materials:
- Set of worksheets (3 pages)
- Large sheets of construction paper
- 2 sets of playing cards (33 cards per set)
- Tag board
- Scissors
- Glue
- 6 shoeboxes or plastic containers

Grade Level: 2

Teaching Procedure	Purpose
Note: This lesson helps students to recognize that our body uses the food we eat to perform its various functions. At the second-grade level, it is enough to limit the functions to three categories--GROW or getting bigger, GLOW or staying healthy, and GO or moving about. Grow foods are meat, fish, dairy products, eggs, nuts, and beans. Glow foods are fruits and vegetables. Go foods are grains, cereals, and breads.	
Some students may not know what foods are called DAIRY PRODUCTS. If necessary, explain that dairy products include milk and its products, such as cheese and yogurt. Make it clear that kidney beans, pinto beans, split peas, lentils, etc. (i.e. LEGUMES) are different from green beans which are a kind of VEGETABLE. You may also need to clarify the fact that RICE, PASTA and FLOUR are kinds of grains and grain products.	Facilitate comprehension.
1. Duplicate enough sets of worksheets for each group of 2 to have one.	
Xerox 2 sets of playing cards. Cut one set of cards on the dotted lines. Paste each card on a piece of tag board and set aside for use in Step 6. Take the second set of cards and cut off the side of each card that has the words. Discard the word-side of the cards and paste each picture on a piece of tag board. Set the pictures aside for use in the Follow-up Activity.	

2. INTRODUCE the lesson by writing the words "Grow," "Glow," and "Go" on the blackboard. Ask the students what they think those three words have to do with food.

   EXPLAIN to the students that they will be playing a game using those three words, but first you must make sure they understand the words.

   Assess students' knowledge. Provide positive support in accepting all answers. Develop interest ans awareness.

3. Develop the idea that there are three main things our bodies do when we are well: Grow bigger, Glow with health (examples of glowing with good health are healthy skin, healthy teeth, healthy hair, healthy eyes) and Go or move around.

   Concept development.

4. Have the students form groups of 2. Pass out a set of WORKSHEETS and a sheet of CONSTRUCTION PAPER to each group. Make sure that the students have access to scissors and glue. Explain to them that after they complete this assignment they will start the game.

   Instruct the students to do the following:

   a. Glue the first page of the set ("My Nutrition Wheel") in the center of the construction paper.

   b. Cut out the Grow, Glow, Go circle on page 2 and glue it on the center of the nutrition wheel. (The lines on the inner circle should match those on the outer circle.)

   Accommodate different learning styles through the use of different group configurations.

5. Have the students name the kinds of foods shown in each section of the nutrition wheel. Then have them cut out the THREE LABELS OF FOOD CATEGORIES (cereals, etc., meats etc., and fruits etc.) and simply place them on their nutrition wheel. If necessary, clarify terms. When all of the students have their labels in the proper section of the nutrition wheel, have them GLUE the labels down.

   Have the students cut out the LARGE SINGLE-WORD LABELS on page 2 and the DIAGRAMS on page 3. They are to glue them to the area surrounding the corresponding section of the nutrition wheel.

   Assess students' knowledge.

   Integrate vocabulary. Facilitate comprehension.

6. When the students have finished cutting and pasting, ask a student to pick one of the playing cards from the set that has pictures and words. EXPLAIN to the students that you will be demonstrating how to play the "Food Tag Game."

   Provide students with a vicarious experience.

The object of the game is to name the food that their partner has in his/her hand. They may ask their partner questions that may help them name the food. EMPHASIZE THAT THE ONLY ANSWERS THAT THEIR CLASSMATES CAN GIVE TO THEIR QUESTIONS ARE "YES" AND "NO."

Provide oppurtunity to use appropriate vocabulary.

"Is it a Grow/Glow/Go food?"

"Is it a kind of meat/dairy product?"

"Is it something you can drink/eat?"

Note: If the students get stuck, you (and only you) may help them with hints and respond with more than a "yes" or "no."

Tell the students to REFER TO THE CHARTS that they made to help them find the right questions to ask. It is best to start from outside of the nutrition wheel and work towards the center.

Provide students with means to practice skills and learnings.

To start the game, give a playing card to one of the students in each group of two, cautioning him/her to not let his/her partner see the card.

7. When the students have all successfully guessed their food, designate different parts of the room for the GROW, GLOW and GO foods. Instruct the students to gather in the area of the room that corresponds to their food tag. Then have the students ROLE PLAY what those foods help their bodies do e.g. the students in the GO group may pretend to be dancing, running, studying, etc.

Accommodate different learning styles. Facilitate comprehension.

Follow-up Activity:

Label two boxes each the GROW, GLOW, or GO, for a total of six boxes. Set up two "stations" with three boxes (a GROW box, a GLOW box, and a GO box) at each station.

EXPLAIN to the students that they will be playing "Food Relay." Divide the class into two groups and have them stand a distance away from one of practice skills and the stations. Give each child a picture of a food item. At the signal "Go," the first person in each group will walk over and deposit the picture in the correct box. The person returns to his/her group and touches the hand of the next person in line. Then that person will walk over and deposit his/her picture, etc. (They may consult

Provide students with means to practice skills and learnings.

each other about what pictures go where before it is their turn.) EMPHASIZE that the focus for this game is on accuracy, not speed. The first group that places all of their pictures in the correct boxes wins the game. This will be determined when the class checks the items in each box as you hold each picture up for their approval/disapproval.

Elicit students' reactions to the game.

"How do you feel about playing 'Food Relay'?"

Help students relate their feelings to the lesson.

Have the students write in their learning logs (see first lesson).

References:

"Eat for health." (Film) EBEC, 1981. 8 min. (DOE film cat. no. 7596)
Identifies nutrients and shows food in various forms of preparation. Helps viewers understand that what they eat affects the way they feel and grow.

Jenkins, Karen S. Kinder krunchies. Discovery Toys, 1982.
Includes healthy snack recipes for all the basic food groups. Useful teacher reference that gives simple discussion questions and lessons that can be done in a classroom.

Supraner, Robyn. Quick and easy cookbook. Troll, 1981.
Twenty-one simple recipes for the very young chef featuring carefully explained instructions and colorful cartoon work.

"Well, well, well with Slim Goodbody." (ETV)
Series of 15, 15-minute programs that emphasizes good nutritional, physical, and emotional health practices.

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 17, pp. 2-93 to 2-102.

GROW, GLOW AND GO FOODS

My Nutrition Wheel

Exerpt from Nutrition Education Instrucitonal Guide--Grade 2, Activity 17, pp. 2-93 to 2-102.

GROW, GLOW AND GO FOODS

CEREALS GRAINS BREADS

MEATS DAIRY PRODUCTS BEANS

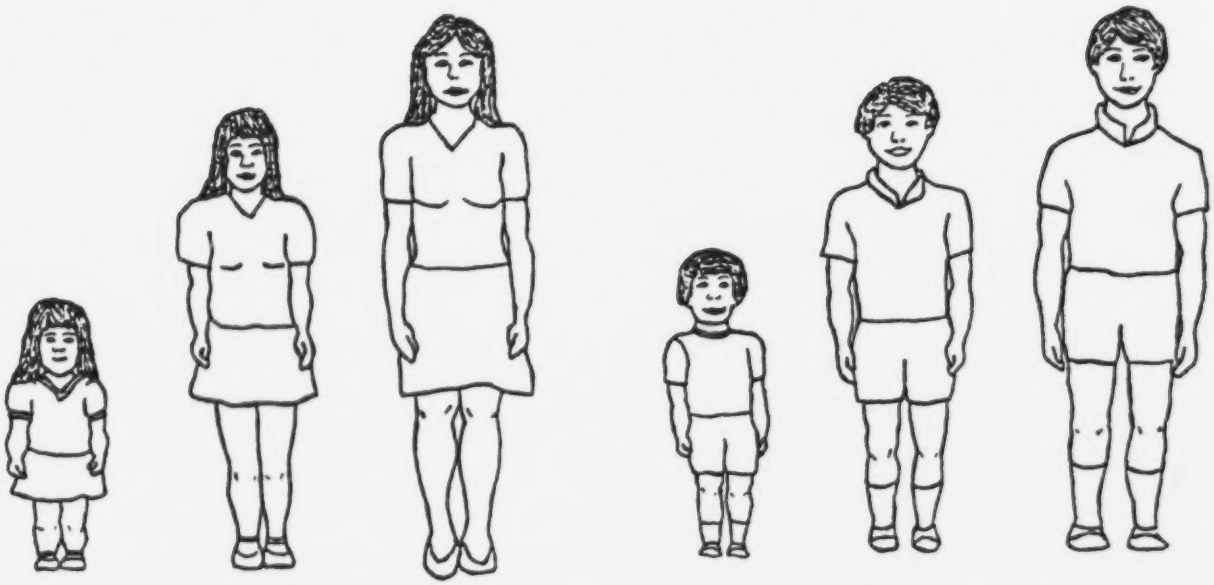
FRUITS VEGETABLES

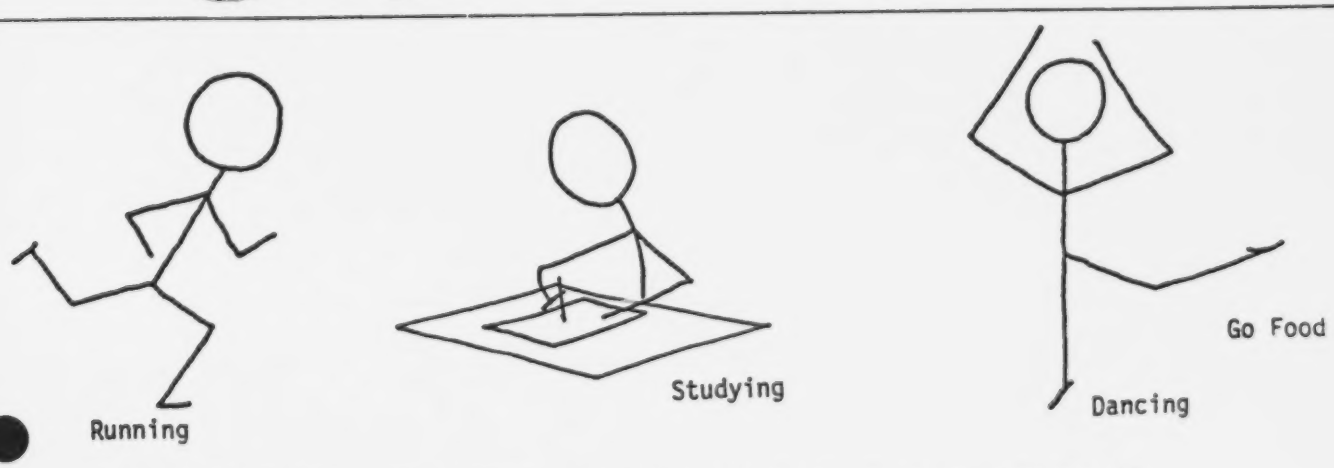
GROW

GLOW

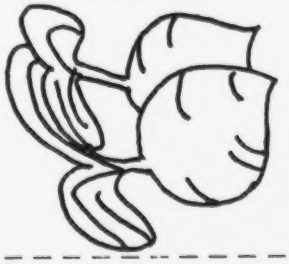
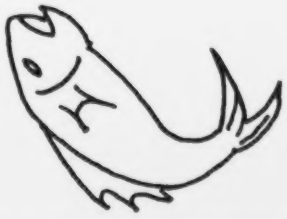
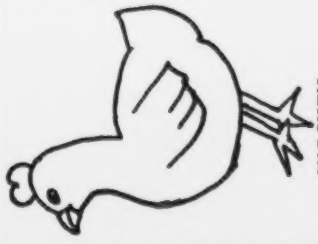
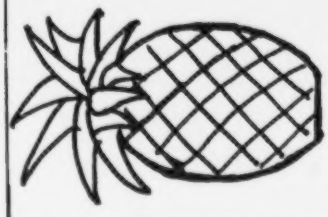
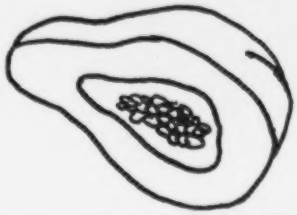
GO

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 17, pp. 2-93 to 2-102.





Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 17, pp. 2-93 to 2-102.

GLOW	GLOW	GLOW
LETTUCE	 RADISH	CARROT
GROW	GROW	GROW
 FISH	 CHICKEN	SHELL FISH
GLOW	GLOW	GLOW
 PINEAPPLE	 PAPAYA	APPLE

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Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 17, pp. 2-93 to 2-102.

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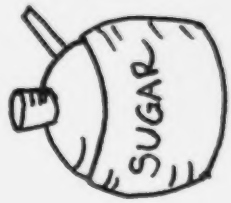
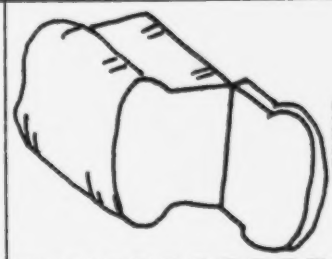
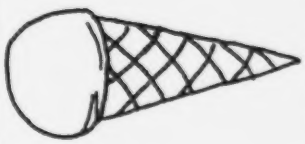
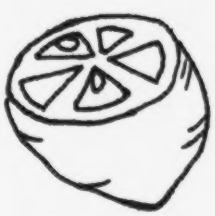
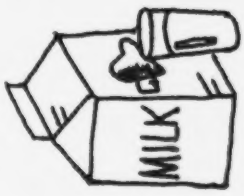
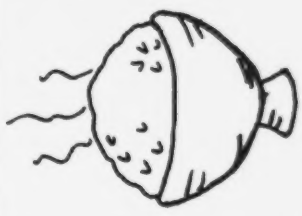
GLOW	GROW	GO
CELERY	CHEESE	 SUGAR
GROW	GO	GROW
BEEF STEAK	 BREAD	 ICE CREAM
GLOW	GROW	GO
 LEMON	 MILK	 RICE

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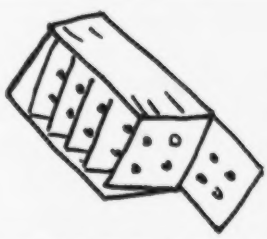
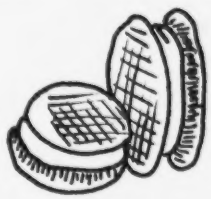
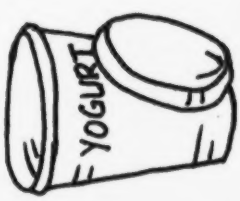
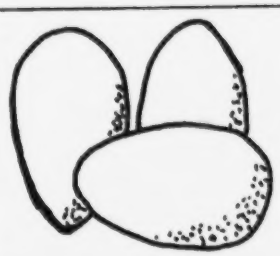
Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 17, pp. 2-93 to 2-102.

GLOW	GLOW	GLOW
BROCCOLI	TOMATO	GRAPE
GO	GO	GO
SPAGHETTI	 CRACKERS	 COOKIES
GROW	GROW	GROW
 YOGURT	BEANS	 EGG

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Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 17, pp. 2-93 to 2-102.

BREAKFAST CEREAL	GO	FLOUR	GO	WATERCRESS	GLOW
CAKE	GO	SWEET POTATOES	GLOW	TOFU	GROW

Exerpt from Nutrition Education Instructional Guide--Grade 2, Activity 17, pp. 2-93 to 2-102.

References:

Berger, Melvin. New food book. Crowell, 1978.
Collection of valuable food information including nutrition, diet, consumer education, etc.

Burns, Marilyn. Good for me: all about food in 32 bites.
Little, Brown, 1978
Nutrition and digestion are the major topics discussed.

Fodor, R. V. What to eat and why. Morrow, 1979.
Introduction to the fundamentals of good nutrition, accompanied by photos and diagrams.

"The food platform." (Film) Pyramid Film, 1972. 20 min.
(DOE film cat. no. 6114)
An open-ended film which presents basic concepts of nutrition and sensible eating as students dramatize the actions of body cells.

"Four-four-three-two." (Film) DOE, 1977. 18 min. (DOE film cat. no. 6941)
Describes food nutrients and their functions as they relate to health. Part of ETV series, "A question of health."

Gay, Kathlyn. Be a smart shopper. Messner, 1974.
Exphasizes the importance of careful consideration and selection in the purchase of various kinds of goods and services.

Gilbert, Sara. You are what you eat. Macmillan, 1977.
Exphasizes mass production food industry's tremendous impact on modern eating habits and urges young people to think before they eat.

"Healthy foods in your supermarket." (Film) Bailey Educational Media, 1981.
17 min. (DOE film cat. no. 7777)
Discusses nutrients, labels, refined vs. unrefined foods, processed foods, benefits of low sugar and salt, snack foods.

"High feather." (ETV)
Series of 10, 30-minute programs which convey positive nutrition messages to encourage wise food choices.

Kohn, Bernice. Organic living book. Viking press, 1972.
Describes what certain foods and food additives do to the body.

"Nutritious snacks and fast foods." (Film) Bailey Educational Media, 1981.
16 min. (DOE film cat. no. 7778)
Demonstrates fun, delicious ways to create healthy snacks which fulfill all the nutritional needs of the four food groups.

Peavy, Linda. Food, nutrition, and you. Scribner, 1982.
Discusses nutritional needs of the body, nutritional components of foods, and processes by which the body uses nourishment.

Perl, Lila. Junk food, fast food, health food; what America eats and why. Houghton Mifflin, 1980.
Gives simplified information on additives, sugar, salt; emphasizes whole and natural foods.

Silverstein, Alvin. The chemicals we eat and drink. Follet, 1973.
Discusses natural and artificial poisons and the helpful chemicals that are found in the food we eat.

Simon, Seymour. About the foods you eat. McGraw-Hill, 1979.
A breezy account that introduces digestion and nutrition and gives simple experiments.

Thompson, Paul. Nutrition. Watts, 1981.
Solid introduction to the types of nutrients needed by the body, the foods which provide them, and how they are digested and utilized.

U. S. Dept. of Agriculture. What's to eat? and other questions kids ask about food. U. S. Govt. Printing Office, 1979.
Useful for both teachers and students, this colorful book is full of facts on nutrition and includes recipes, games, and activities for comsumer education.

Weiner, Michael. Bugs in the peanut butter. Little, Brown, 1976.
Uses a question-answer format to examine food adulteration and chemical additives in meats, grains, fruits, vegetables, beans, and milk.

"What's good to eat." (Film) Perennial, 1978. 16 min.
(DOE film cat. no. 7192)
Shows relationship between nutrients and food choices. Through examples, students see that their own favorite foods serve as a basis for what's good to eat.

Lesson Title: Learning Logs (to be used after each of the following lessons)

Student Objectives:

Health--Expresses the concepts covered in the lesson using his/her own words.

Language Arts--Asks questions to gain assistance and information.

Materials: Bound notebooks, or 10-15 sheets of paper stapled together

Grade Level: 3

Teaching Procedure	Purpose
Pass out "Learning Logs" to students and have them personalize with their names (and an illustration if they like, and if time permits).	
1. Instruct students to think about what happened during the lesson. As they write in their learning logs, they should remember that:	
a. Logs will not be graded.	
b. Their ideas are more important than their spelling. (Emphasize that you will not be able to help them spell words at this time. They need to try their best. If they have no idea of how to spell a word, they should just draw a line where that word belongs in the sentence. If they think they know <u>part</u> of the spelling, then they should write what they know e.g. "st___s" when they are trying to spell "stairs".)	Free up the writing process.
2. Have students write with the following focuses in mind. Emphasize that they need not cover <u>all</u> four areas if nothing comes to mind.	
a. I learned. . . (what students were able to gain from the lesson)	Validate students' learning.
b. I don't understand. . . (questions the students have about what was covered)	Pin-point problem areas.
c. I'd like to know. . . (questions they have about related subjects that extend beyond the lesson)	Determine student interest.
d. I learned that I. . . (their opportunity for self-discovery, self-awareness, and sharing feelings)	Help students relate their feelings to the lesson.

Note: The above format is a "structured" learning log. You may choose not to give the students any starting phrases. (That would then be called an unstructured learning log.)

Learning logs also work well in groups of three. (The small group configuration accommodates the student who is more successful working orally.)

Spend a minute or less reading the learning logs. This should be easy since you will not be correcting spelling or grading the log in any way.

For the students' benefit, you can write responses to their questions and/or misconceptions.

3. When the unit is completed, have the students use their learning logs to do a culminating project of your choice.

Have students synthesize and generalize from their experiences.

Reference:

Tchudi, Stephen N. and Susan J. Tchudi. Teaching writing in the content areas: elementary school. National Education Association, 1983.
Helpful in developing content-area writing lessons. Includes ideas for lessons, and the how-to's for teaching writing, revising and copyediting.

Original idea for "Learning Logs" came from Ann Bayer and Ruth Tschumy, teacher-consultants of the Hawaii Writing Project.

Lesson Title: Tension and Relaxation

Student Objectives:

Health--Describes the sensations associated with complete relaxation.

Language Arts--Expresses emotions and perceptions through literary forms, written and oral.

Materials: Musical cassette tape ("Comfort Zone" by Steve Halpern)
Cassette tape recorder
Relaxation Narrative
1 clear sheet of paper/student
Pencils/crayons

Grade Level: 3

Teaching Procedure	Purpose
1. INTRODUCE the lesson. "Today we are going to do something very special with our bodies. We are going to learn a way to make ourselves feel better. Before we start, we have to make sure we are using the same names for the different parts of the body."	Develop relevance, interest and awareness.
Draw an outline of the human body on the blackboard, or use a prepared diagram. Starting from the feet and working up, have the students name as many parts of the body as is visible with the naked eye, e.g. abdomen, head. Do <u>not</u> include internal organs, e.g. stomach, brain.	Determine students' level of language and experience.
Make sure the following parts are covered: calves, thighs, buttocks, abdomen, chest, shoulders, chin and jaw. Define the parts if necessary. Note: You may wish to play the game "Hands on..." (name the body part) to ensure that all of the students know the parts.	Integrate vocabulary.
2. EXPLAIN to the students that in order to do the next activity, they must <u>make themselves comfortable</u> where they are sitting. <u>Dim the lights</u> and begin playing the CASSETTE TAPE at a low volume. Have the students <u>close their eyes</u>. Tell them that until you instruct them to open their eyes, all they must do is listen carefully and do what you say. If they <u>cannot hear</u> you they should <u>raise their hand</u>.	Provide students with direct experience.

In a slow, clear voice, read the Relaxation Narrative loud enough for all students to hear.

3. Encourage the students to share their experiences.

Provide positive support in accepting all answers.

"How/what do you feel right now?"

"What is the difference between tension and relaxation?"

EXPLAIN that a person who is tense all the time is more likely to get sick, whereas a state of relaxation is very good for one's health.

Pass out a sheet of paper to each student. Instruct them to DRAW a picture and/or WRITE and tell you what it feels like to be relaxed.

Help students relate their feelings to the lesson.

Encourage the students to share their work when they have all completed the assignment.

Provide opportunity to share opinions, insights.

4. Assign the students HOMEWORK, due next class meeting (see lesson titled "Relax and Imagine"). They are to bring to class a recent photograph of themselves, or draw a self portrait with details of the face.

5. Have students write in their learning logs (see first lesson).

References:

"All about you." (ETV)
From basic human anatomy and psychology to reasons for good health care, this series of 30, 15-minute programs is ideal for your children.

Benson, Herbert. The relaxation response. Avon, 1975.
Popular reference book describing a simple meditative technique that helps to cope with fatigue, anxiety and stress.

Burstein, John (Slim Goodbody). The healthy habits handbook. Coward, 1983.
Good teacher reference. Shares activities to do with children to help them develop healthy lifestyes.

Carr, Rachel E. Wheel, camel, fish and plow: yoga for you.
Prentice-Hall, 1981.
Sensible introduction to yoga and physical fitness for young people.

Hendricks, Gay and Russel Wills. The centering book. Prentice-Hall, 1975.
Excellent how-to book of awareness activities for children, parents, and teachers. Learn meditative exercises, yoga, dream analysis, imagery and relaxation, and how to teach these techniques to children.

Relaxation Narrative

Keeping your eyes closed, just breathe naturally. (Pause) Notice how the air quietly goes in and out of your nose. (Pause) Feel the coolness of the air as it enters your nose and passes down your throat. (Pause)

Today we are going to learn the difference between tension and relaxation. When you tighten your muscles, we say they are tense. When you let go of them, we say you are relaxed.

Starting with your feet, we are going to work our way up the body. When I say so, you will tighten your muscles very tight, but not so hard that you hurt yourself.

Now slowly unbend your knees and move your feet out in front of you. Point your toes hard until your heels leave the floor. Hold it--one, two, three, four, five. Now relax. Notice how the muscles in your feet and legs feel. (Pause)

Now press your heels into the floor hard and lift your toes toward your knees. Hold it--one, two, three, four, five. Now relax. Notice the feelings in your muscles. (Pause)

Now squeeze your buttocks hard so that you're lifted a little higher in your chair. Hold it--one, two, three, four, five. Now relax. See how the tension is gone. Notice how it feels for your buttocks to be relaxed. (Pause)

Now pull your abodmen in tight so that it feels like it's touching your backbone. Hold it--one, two, three, four, five. Let go and relax. (Pause)

Now take a deep breath and hold it--one, two, three, four, five. Quietly let the air out and relax. Notice how the muscles in your chest feel. (Pause)

Now with your hands in your lap make them into fists and squeeze hard. Hold it--one, two, three, four, five. Relax and let go. You are becoming more and more relaxed. Notice the feelings in your muscles. (Pause)

Now lift your shoulders up toward your ears. Tighten your muscles and hold it--one, two, three, four, five. Now relax. Continue to breathe naturally. (Pause)

Now open your mouth and stretch it real wide. Hold it--one, two, three, four, five. Now relax. Your lips will be slightly apart. Notice how the muscles in your jaw feel. (Pause)

Now tighten the muscles around your eyes. Squeeze your eyes shut and hold it--one, two, three, four, five. Keep your eyes closed but relax the muscles around your eyes. (Pause)

Now you're going to scan your body to see how it feels to be totally relaxed. Start with your face...now your neck...your shoulders and chest... your hands and arms...your abdomen...your buttocks...your thighs...your calves...your feet and toes.

It feels good to be relaxed. Remember this feeling that you have right now. Whenever you are feeling bad or upset, you can find a quiet place. Then when you close your eyes and watch your breathing, you can get this feeling back again.

Enjoy this feeling for a little while longer. (Pause five seconds.) Now begin to bring your thoughts back to the classroom. (Pause) I am going to count to three. When I reach three, you can open your eyes...one, two, three.

Lesson Title: Relax and Imagine

Student Objectives:

Health--Describes positive visualizations of self.

Language Arts--Expresses emotions and perceptions through literary forms, written and oral.

Materials: Musical cassette tape ("Comfort Zone" by Steve Halpern)
Cassette tape recorder
Imagination Narrative
Small hand-held type mirrors

Grade Level: 3

Teaching Procedure	Purpose
1. One week prior to the lesson, give the students a HOMEWORK assignment. Have them find a recent photograph of themselves. (There can be more than one person in the photo.) If they do not have access to a photograph, they are to make a self portrait of at least their face.	
2. INTRODUCE the lesson. "I'm going to take you on an imaginary trip today. I hope it will make you feel good... Before we take off, let's talk about some of the things that make us geel good."	Develop relevance, interest and awareness.
3. Conduct a large group DISCUSSION to bring out the idea of deeply caring for oneself. "In your mind, form a picture of the people you love. . .Who did you think of?" "What are some ways you can show someone that you love them?" (hugs, kisses, doing something nice/helpful, a parent saying "No" when saying "Yes" would mean getting hurt, etc.) "What is the opposite feeling of love?" (hate) "Have you had that feeling about anyone? What does that feel like?" "How do you feel when someone shows you that they love you?"	Concept development. Draw on students' experiences. Guide thinking/ processing of information. Help students relate their feelings to the lesson.

EXPLAIN that we don't have to wait until someone loves us to get that good feeling. If we act lovingly towards ourselves all of the time, then we are bound to feel good.

4. Describe the visualization exercise. (Pass out MIRRORS to those students without a photograph.)

Develop interest and awareness and relevance.

"To help us get to feeling good, we are now going to take that imaginary trip. Do you remember how you learned to relax? Today once you are relaxed, we are going to take a trip inside your mind.

"Before we start, take out the picture of yourself and study it very carefully. Look at the shape of your face. Are your eyes close together or far apart? Look at the shape of your eyebrows...your mouth...your nose. If you can see your whole body in the picture, study it carefully. Look at yourself carefully so that you can describe yourself to others."

Instruct the students to make themselves comfortable where they are sitting. Dim the lights and begin playing the CASSETTE TAPE at a low volume. Have the students close their eyes. Tell them that until you instruct them to open their eyes, all they must do is listen carefully and do what you say. If they cannot hear you they should raise their hand.

In a slow, clear voice, read the Imagination Narrative loud enough for all students to hear.

Provide students with direct experience.

5. Encourage the students to share their experiences.

Help students relate their feelings to the lesson.

"How do you feel about what we just did?"

"What did you see/feel/hear?"

6. Have the students write in their learning logs (see first lesson).

Follow-up Activity:

Play any or all of the cassette tapes in the set called "Peace, Harmony, Awareness" (set of six cassette tapes by Mimi Lupin. Houston, Texas: Self Management Tapes, c. 1974, 1977, 1980.)

These guided imagery tapes can provide the stimulation for all kinds of writing. (Available in the Central Oahu Teacher Center at Aliamanu Elementary School.)

References:

Baylor, Byrd. Sometimes I dance mountains. Scribner, 1973.
Puts into words and illustrations a young girl's feelings as she dances.

Carr, Rachel. Be a frog, a bird, or a tree. Doubleday, 1973.
Introduction to body movement for children by inviting them to imagine themselves as different animals.

Hazen, Barbara Shook. Me I see. Abingdon, 1978.
Through rhymed verse and full page illustrations, a little girl discovers the different parts of her body and how she is different from anyone else.

Imagination Narrative

Keeping your eyes closed, just breathe naturally. (Pause) Notice how the air quietly goes in and out of your nose. (Pause) Feel the coolness of the air as it enters your nose and passes down your throat. (Pause) Just relax... let go of any tension that might be in your muscles. (Pause) Let the fresh air that you breathe help you to become more and more relaxed. (Pause for 5 seconds.)

The other time we were doing a relaxation exercise, you went from your toes to your head and tightened a few of your muscles at one time. Today, when I say so, you are going to tense your whole body all at once. I'll ask you to hold that position for five seconds. Here we go. Tighten all of your muscles...Squeeze...Hold it--one, two, three, four, five. Now let go and relax. (Pause)

Now you're going to scan your body to see if you have any tension left in your muscles. As you travel through your body, the tension will disappear, leaving you completely relaxed. Start with your feet and toes...If you feel any tightness in the muscles of your feet and toes, let go of the tightness. Say to yourself, "Relax." (Pause) Now move up to your calves. (Pause) Tell your muscles to relax. (Pause) Move up to your abdomen. (Pause) Your abdomen should be completely relaxed. (Pause) Check your hands and arms. (Pause) Tell your muscles to relax. (Pause) Now go to your chest and shoulders. (Pause) Say to yourself, "Relax." (Pause) Move up to your neck. (Pause) Continue to breathe easily. The air that you breathe helps your muscles relax. (Pause) Now go to your jaw and mouth. As the muscles there relax, your lips will separate slightly. (Pause) Move up to your eyes and forehead. (Pause) Feel the muscles around your eyes and forehead become soft and smooth. (Pause) You should be completely relaxed. Enjoy this feeling for a few moments. (Pause for 10 seconds.)

Now it's time to go on...Think of a quiet room where you can be by yourself and where you will feel safe. This can be a place you have been to before, or it can be a make-believe place. (Pause) Imagine that you are there. (Pause) Notice the things around you. (Pause) Is there anything on the walls of this room? (Pause) What colors do you see? (Pause) Look out the window. (Pause) What do you see? (Pause) Do you hear any sounds? (Pause)

Now see yourself in the room, sitting or lying in a comfortable position. (Pause) Can you see what you are doing? (Pause) Walk over to yourself and do something to show how much you care about yourself. Maybe that will mean giving yourself a hug. Maybe that will mean saying the words, "I love you." (Pause for 5 seconds.) How does it feel to be loved? (Pause) Enjoy that feeling for a few moments. (Pause) Does this feeling have a color or a sound? (Pause) Do you feel it all over your body, or in one part of your body? (Pause)

Remember this feeling that you have right now. Before you go to sleep each night or before you get out of bed in the morning, you can do what we have done today to get that feeling again. (Pause) Then when you are feeling good, you can share your love with all the people who are special to you. (Pause) If you like, you can send these special people your love right now. You can also continue to show yourself how much you love yourself. (Pause 10 seconds.)

Now begin to bring your thoughts back to the classroom (Pause) I am going to count to three. When I reach three you can open your eyes...One, two, three.

Lesson Title: Feelings**

Student Objectives:

Health--Describes his/her own feelings.

Language Arts--Uses description and examples as appropriate for the intended purpose.

Materials: Filmstrip and cassette tape ("Feelings")*
Filmstrip projector
Cassette tape recorder

Grade Level: 3

Teaching Procedure	Purpose
*Refer to the audiovisual teaching kit called Health: Decisions for Growth, Blue Program A (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the Teacher's Notes and materials for the lesson titled "Feelings."	
The filmstrip shows a brother and sister with their parents at an amusement park. The family members' emotions are catalogued as they experience a haunted house and the brother getting lost.	
Introduce the lesson.	Develop relevance, interest and awareness.
Show the filmstrip.	Provide students with a vicarious experience.
Conduct a large group discussion that brings out the idea that we all have feelings.	Provide for association of concept to language and experience.
Have the students write in their learning logs (see first lesson).	

**"Feelings" from Health: Decisions for Growth, Blue Program A. Orlando, Florida: Harcourt Brace Jovanovich, Inc., c. 1976.

Lesson Title: The Secret Is You**

Student Objectives:

Health--Relates a positive self-image to positive social interactions.

Language Arts--Recalls cause and effect details in what was heard or read.

Materials: Filmstrip and cassette tape ("The Secret Is You")*
Filmstrip projector
Cassette tape recorder

Grade Level: 3

Teaching Procedure	Purpose
*Refer to the audiovisual teaching kit called Health: Decisions for Growth, Blue Program A (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the Teacher's Notes and materials for the lesson titled "The Secret Is You."	
The filmstrip tells the story of a porcupine named Prinquilla and her interactions with the other forest animals. As Prinquilla's self-image improves, the quality of her social interactions also improves.	
Introduce the lesson.	Develop relevance, interest and awareness.
Show the filmstrip.	Provide students with a vicarious experience.
Conduct a large group discussion that leads to the conclusion that when you feel good about yourself, others will find it pleasant to be around you.	Guide thinking/ processing of information.
Pair the students up. Tell them to think of something their partner does that they like. Then instruct the students to exchange compliments. Remind them to graciously receive their partner's compliment. Then have each student think of something that they especially like about themselves. Have them literally give themselves a "pat on the back" or a hug.	Develop worth, value in each other. Acknowledge selfworth.

**"The Secret Is You" from Health: Decisions for Growth, Blue Program A, Orlando, Florida: Harcourt Brace Jovanovich, Inc., c. 1976.

Lesson Title: So Many Feelings

Student Objectives:

Health--Identifies different emotions.

Language Arts--Interacts with others in a variety of situations that stimulate language growth.

Materials: 1 word puzzle ("Finding Feelings")/student
Feeling cards
Writing paper

Grade Level: 3

Teaching Procedure	Purpose
1. Prepare packets of feeling cards. Each group of two students will need 8 different cards.	
2. REVIEW the previous lessons. Elicit students' responses.	Validate students' learning.
"What was the feeling we talked about when you took the imaginary trip?" (love)	
"What were some of the feelings the people felt in the filmstrip called 'Feelings'?" (excitement, fear, anger, worry, etc.)	
EXPLAIN that feelings are <u>messages from our body</u>.	Provide content information.
3. INTRODUCE the lesson.	Develop relevance, interest and awareness.
"Today we're going to look at some other feelings. The more words you have to describe your feelings, the better people will understand what is going on in your body and mind."	
4. Instruct students to take out one favorite crayon. Pass out the WORD PUZZLES <u>face down</u>.	
Explain to the students that when you say "go" they are to find as many feeling words as possible in the word puzzle and mark the words with their crayon. They will be given 15 minutes.	Integrate vocabulary.
Note: If they are having difficulty, tell them to search for the first two letters of the word they are looking for in order to narrow down the possibilities.	

When the time is up, go over the list of feeling words. CLARIFY the definitions and have the students describe when and how they experienced that emotion.

Draw on students' experiences. Provide positive support in accepting all answers.

5. EXPLAIN that in the next activity, they will have a chance to communicate their feelings.

Pair the students off and give each pair a packet of feeling cards. One student will be the "caller." The other is to respond to each card as it is read, using as many different feeling words as possible. When all of the cards have been read by the caller, the caller and responder are to exchange roles and repeat the activity.

When all of the students have had a turn responding to the cards, elicit their reactions.

"How did you feel sharing your feelings with your partner?"

"How did you feel when your partner shared his/her feelings with you?"

Accommodate different learning styles through the use of different group configurations. Provide opportunity to use appropriate vocabulary. Help students relate their feelings to the lesson.

6. Have students write in their learning logs (see first lesson).

Follow-up Activity:

Pass out a sheet of WRITING PAPER to each student. Have them write "Feelings" as the title of their story. Instruct the students to select one topic question from the stack of feeling cards and write a story. In their story they are to explain how they got in that situation, what happens to them, and how they are feeling when it happens.

Provide students with means to practice skills and learnings.

When they have completed their stories, have the students CIRCLE the feeling words they used in their story. Then have them sit with a new partner and read their stories aloud to each other.

Note: You may have to remind them to turn their chairs to face each other so they can practice good listening skills.

Recognition of each child as author. Develop worth, value in each other.

References:

Aliki. Feelings. Greenwillow, 1984.
Covers many of the emotions and feelings a child experiences through simple illustrations and concise text. The size of the drawings (many tiny ones to a page) makes this book more suitable for sharing one to one or with a small group.

"I'm feeling..." series. (Film) Churchill Films, 1974, 1975.
Six films that depict children in various situations and the feelings evoked. They include:

"I'm feeling alone."	8 min.	(DOE film cat. no. 7298)
"I'm feeling happy."	9 min.	(" " " " 7299)
"I'm feeling sad."	10 min.	(" " " " 7300)
"I'm feeling scared."	9 min.	(" " " " 7301)
"I'm mad at me."	9 min.	(" " " " 7302)
"I'm mad at you."	9 min.	(" " " " 7303)

LeShan, Eda. What makes me feel this way? Macmillan, 1972.
Uses specific emotion-laden situations to illustrate conflicts and confusion children experience and tries to help them understand and accept these feelings.

Miles, Betty. Around and around - love. Knopf, 1975.
People of all sizes, shapes, ages are shown together, whispering it, shouting it, feeling good about love.

Name _____

FINDING FEELINGS

Find and circle the words listed below that describe feelings in this puzzle. (Words may be found backwards, horizontally, vertically and diagonally.)

c	s	l	m	a	h	u	r	t	g	n	e	m	s
r	c	g	o	o	d	a	n	g	r	y	a	e	t
e	a	n	l	a	l	e	p	r	i	m	g	a	y
a	r	t	n	a	t	r	o	p	m	i	e	n	l
t	e	s	z	r	d	a	r	e	y	s	r	x	e
i	d	y	a	n	y	o	a	s	t	e	l	i	n
v	e	m	h	n	u	m	e	a	v	i	a	o	o
e	s	u	n	s	u	c	c	e	s	s	f	u	l
v	u	u	t	r	i	l	l	e	a	n	r	s	l
s	f	r	a	n	k	c	b	t	a	d	a	r	o
u	n	e	e	d	e	d	o	y	l	l	i	s	v
m	o	r	s	u	r	p	r	i	s	e	d	g	i
s	c	a	l	m	p	d	e	t	i	c	x	e	n
h	e	r	u	c	e	s	d	l	u	c	k	y	g
y	a	d	e	r	e	j	e	c	t	e	d	o	h
s	a	d	e	l	i	g	h	t	e	d	e	n	d

Feeling words to find:

afraid	confused	glad	loving	shy
angry	delighted	good	lucky	silly
anxious	excited	happy	rejected	successful
bored	funny	hurt	sad	surprised
calm	gay	lonely	scared	upset

From I've Got Me and I'm Glad by Cherrie Farnette, Imogene Forte and Barbara Loss. Copyright 1977 by Incentive Publications, Inc., Nashville, TN. Used by permission.

So Many Feelings

How would you feel standing on a mountain with the wind blowing on you? Why?	How would you feel putting your head down on a soft fluffy cloud? Why?
How would you feel flying high in the air? Why?	How would you feel shopping by yourself? Why?
How does it feel seeing a brand new baby? Why?	How does it feel standing in line? Why?
How would you feel on a snowy day? Why?	How do you feel on a rainy day? Why?

Lesson Title: Coping With Feelings

Student Objectives:

Health--Identifies emotions and coping behaviors.

Language Arts--Relates what is heard or read to own needs, values, and behaviors.

Materials: Book (I Have Feelings by Terry Berger)
1 set of worksheets/student

Grade Level: 3

Teaching Procedure	Purpose
1. INTRODUCE the lesson. "We've been talking a lot about feelings lately. Today, I'm going to read a book about what one boy does when he's feeling different feelings. Then I'd like you to share the different ways you have of dealing with your feelings."	Develop relevance, interest and awareness.
2. Read I Have Feelings aloud to the class. Then elicit students' responses. "What do you think of the book I just read?" "What are some of the feelings you remember the boy having?" "Even though he felt bad sometimes, did this boy like himself? How did that make him feel?" "When the boy felt bad, did he always do something to change the way he felt, or did he sometimes just change the way he was thinking?"	Provide students with a vicarious experience. Guide thinking/ processing of information.
EXPLAIN that sometimes we need only change our thoughts in order to change our emotions. Using our bodies in some kind of physical activity (running, skipping, dancing, etc.) can also contribute to positive emotions.	Provide content information.
3. Pass out a set of WORKSHEETS to each student and instruct them to complete both pages. When they are finished, collect the worksheets and share them with the class. List the suggested	Provide for association of concept to language and personal experience.

actions on the chalkboard under the headings "Angry" and "Lonely," acknowledging the students for their ideas.

Develop worth, value in students. Provide students with additional ideas for coping behaviors.

Note: If the students come up with very few positive coping behaviors or none at all, guide them to some more and/or suggest a few yourself.

Have the students vote on the most positive behavior(s) for each emotion.

Guide thinking: evaluation, judging, valuing.

4. Have the students write in their learning logs (see first lesson).

References:

"Becoming me." (ETV)
Series of 12, 15-minute programs that presents many of the uncertainties of growing up and suggests ways that children can cope with themselves and others.

Castle, Sue. Face talk, hand talk, body talk. Doubleday, 1977.
Picture essay that shows how we use our faces and bodies to communicate our feelings to others.

Ross, David H. Book of hugs. Crowell, 1980.
Warm book ideal for sharing that categorizes hugs into types.

Strauss, Joyce. How does it feel...? Human Sciences, 1981.
Forty illustrated questions ask about emotions and invite thinking and discussion.

Name _____

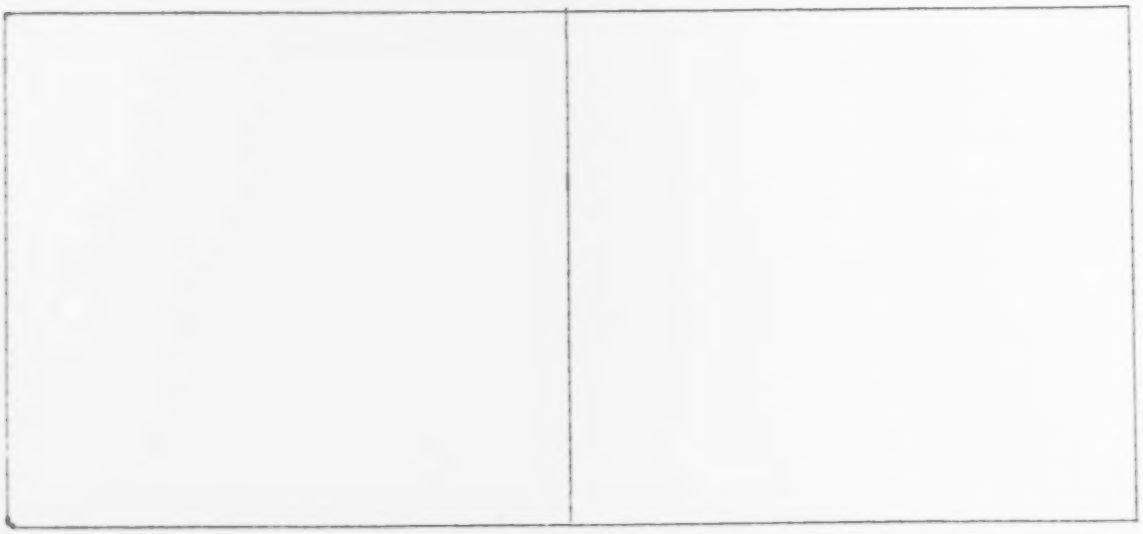
Coping With Feelings

Date _____

This is me. I am feeling angry. This is what I would do if I were angry _____

_____

_____



This is another thing I could do if I were angry _____

_____

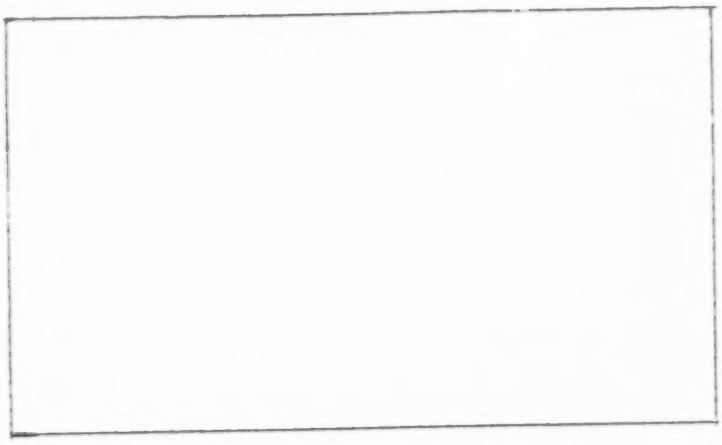
_____

This is still another thing I could do if I were angry _____

_____

_____

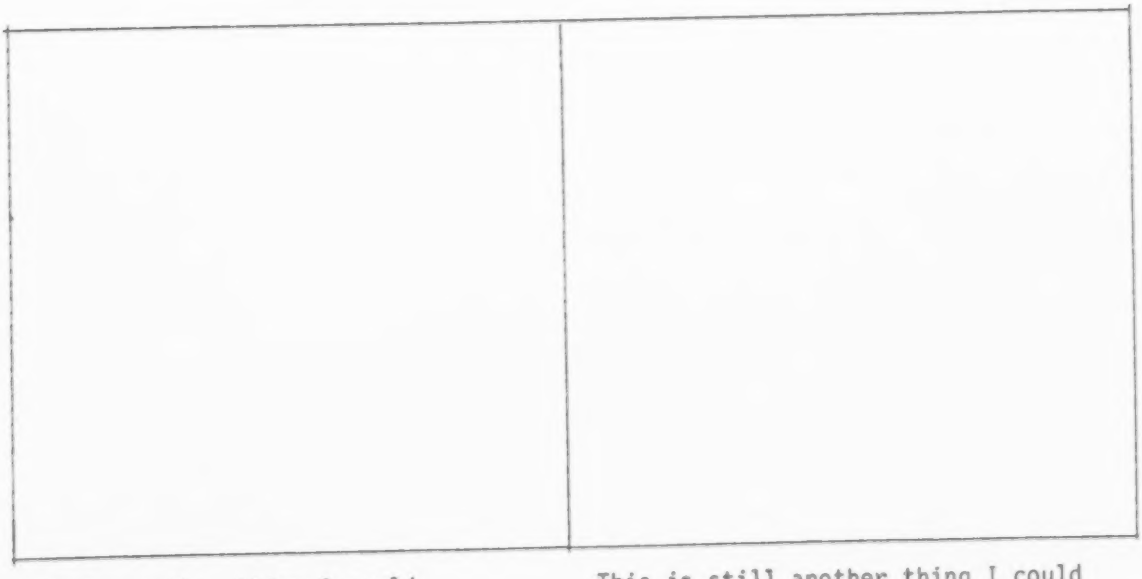
Coping With Feelings



This is me. I am feeling lonely. This is what I would do if I were feeling lonely. _____

_____

_____



This is another thing I could do if I were lonely_____

_____

_____

This is still another thing I could do if I were lonely _____

_____

_____

Lesson Title: Decisions and Deciders**

Student Objectives:

Health--Identifies him/herself as a decision-maker.

Language Arts--Predicts relevant outcomes and projects thinking beyond the information given.

Materials: 1 worksheet/student*

Grade Level: 3

Teaching Procedure	Purpose
*Refer to the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the lesson plan and materials for Activity One from the third grade kit. The note to the teacher in this lesson explains that the lesson "emphasizes to children that they are already decision-makers and will grow in this responsibility. It begins to focus awareness on the health consequences of certain choices."	
Introduction	Develop relevance, interest and awareness.
Step 1 (students brainstorm decisions they make)	Draw on students' experiences.
Step 2 (students do worksheet)	Guide thinking/ processing of information.
Note: You may want to do the worksheet as a class first to facilitate comprehension.	
Step 3 (students share and discuss worksheet)	
Note: You may want to point out here that a sign of maturity is when you make more and more decisions for yourself.	
Step 4 (define and discuss <u>consequences</u>)	Integrate vocabulary.
Have the students write in their learning logs (see first lesson).	

References:

"Becoming me." (ETV)
Series of 12, 15-minute programs which can help children cope with themselves and others through building healthy self-images.

"Eat for health." (Film) EBEC, 1981. 8 min. (DOE film cat. no. 7596)
Identifies nutrients and shows food in various forms of preparation. Helps viewers understand that what they eat affects the way they feel and grow.

Thomas, Marlo. Free to be...you and me. McGraw-Hill, 1974.
Collection of songs, poems, stories, and pictures that emphasize freedom of choice and the responsibility that goes with decision-making.

**Project Choice--A Curriculum in Cancer Prevention, Grade Three, Activity One, by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984.

Lesson Title: Step Right Up To Health**

Student Objectives:

Health--Identifies choices which have positive and negative consequences for health.

Language Arts--Interacts with others in a variety of situations that stimulate language growth.

Materials: Gameboards, instruction sheets and dice*
Construction paper, cut into small pieces to be used as health "chips"

Grade Level: 3

Teaching Procedure	Purpose
*Refer to the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the lesson plan and materials for Activity Two from the third grade kit. The note to the teacher in this lesson reads, "Lifestyle choices can be instrumental in reducing the risk of getting cancer. This lesson is to reinforce the awareness in students that different decisions have consequences for their health."	
Review Questions and Step 1 (review material covered in previous lesson)	Validate students' learning.
Step 2 (introduce lesson)	Develop relevance, interest and awareness.
Step 3 (explain games rules) Note: You may wish to have the students play so there is no "winner" or "loser." Explain that the goal is for <u>each</u> person to reach their "Sunny Healthy Future" (the last square on the gameboard). When that has been accomplished, they can start the game over again. Tell them that after they play the game several times, there will be a <u>discussion</u> about the <u>health decisions</u> and the good and bad <u>consequences</u>.	Emphasize knowledge gains rather than winning or losing.
Step 4 (students play the game)	Provide students with a simulated experience.
Step 5 (discussion of game results)	Guide thinking/ processing of information.
Have the students write in their learning logs (see first lesson).	

References:

"Eat for health." (Film) EBEC, 1981. 8 min. (DOE film cat. no. 7596)
Identifies nutrients and shows food in various forms of preparation. Helps viewers understand that what they eat affects the way they feel and grow.

Fodor, R. V. What to eat and why. Morrow, 1979.
Introduction to the fundamentals of good nutrition, accompanied by photos and diagrams. Useful teacher reference.

"High feather." (ETV)
Series of 10, 30-minute programs focusing on wise food choices and a positive mental outlook as keys to good health.

Simon, Seymour. About the foods you eat. McGraw-Hill, 1979.
Introduces digestion and nutrition and gives instructions for simple experiments.

**Project Choice--A Curriculum in Cancer Prevention, Grade Three, Activity Two, by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984.

Lesson Title: Varied

Student Objectives: Varied

Materials: in PROJECT CHOICE kit**

Grade Level: 3

The following lessons can be found in the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School).

Activity One--See p. H-36.

Activity Two--see p. H-38.

Activity Three--"Parts of a Cell"
Normal cells, their structure and what they need to stay alive

Activity Four--"Building a Cell Model"
Building individual models of cells

Activity Five--"Cell Growth"
Cell division

Activity Six--"Normal Becomes Abnormal"
Abnormal cell growth; cancer and carcinogens

Activity Seven--see p. H-51

Activity Eight--"Foods and Fats"
Health consequences of too much fat in diet; Fat content in various foods

Activity Nine--"Everything Under the Sun"
Sun and skin cancer; examples of how to limit sun exposure

Activity Ten--"Cancer Answers"
Review of unit and choices which lower cancer risk

**Project Choice--A Curriculum in Cancer Prevention, Grade Three, by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984. (20832 Pacific Highway South, Seattle, Washington 98188)

Lesson Title: Brainstorming Solutions

Student Objectives:

Health--Discovers alternative solutions to problems.

Language Arts--Adapts speech and writing for the purpose of exploring and promoting ideas.

Materials: Relatively crisp dollar bills
Quarters
1 worksheet/student

Grade Level: 3

Teaching Procedure	Purpose
1. Purchase enough dollar bills for each group of two to have one. Purchase enough quarters (or borrow from the school office) so that each pair of students also has a quarter. Before giving the students their assignment, try it yourself (see Step 4C). Xerox enough worksheets for each group of two to have one.	
2. Determine the students' understanding of "brainstorming." "What comes to your mind when I say 'brainstorm'?" CLARIFY if necessary, telling the students that it's a process whereby ideas are shared by participants--the more the better--and NO JUDGEMENTS ARE MADE on those ideas as they are shared.	Determine students level of language and experience.
3. INTRODUCE the lesson. "Brainstorming is helpful when we need to make a decision. . . When we are facing a problem, it is important that we look for all the possible ways of solving that problem. (That is brainstorming.) Then after we look at the consequences of each possible solution, we can decide on which solution is best. . . Today, you'll have the chance to practice brainstorming."	Develop relevance, interest and awareness.

4. Have the students form groups of two. Explain to the students that they will be BRAINSTORMING SOLUTIONS to a problem with their partner. Pass out a dollar and quarter to each pair. Instruct them to:

Accomodate different learning styles through the use of different group configurations.

   a. Find a place in the room where they can work without disturbing or being disturbed by others.

   b. Work as quietly as possible so that they don't let out their secret solution.

   c. Balance the quarter up off the table onto the edge of the dollar bill without using any props.

Provide students with direct experience.

   Give the students 5-8 minutes to work. If a pair comes up with a solution to the problem before the time is up, encourage them to find another solution that works just as well.

   When the time is up, have the students sit in a circle next to their partner. Encourage the students to share their solutions to the problem. Acknowledge them for their brainstorming skills. Elicit students' responses.

Provide positive support in accepting all answers.

   "How did you feel while you were working on this problem?"

Help students relate their feelings to the lesson.

5. Collect the money and pass out a WORKSHEET to each pair of students. Explain to them that this worksheet will give them another chance to practice brainstorming. One person will be the writer, and the other is to be the reporter. They are to solve the problem on the worksheet.

   Note: It may be helpful to stop the students when they have completed question #2 and discuss it as a class.

   When they have completed the worksheet, have the students reconvene in a circle. Ask the reporter from each group to read their answers to the questions on the worksheet. Instruct the other students to listen carefully and keep track of how many different solutions the class comes up with. Elicit students' responses.

Provide exposure to various solutions to a single problem.

   "How many different solutions were there?"

"What was the hardest/easiest part to do on the worksheet?"

"What do you think of brainstorming?"

Help students relate their feelings to the lesson.

6. Have the students write in their learning logs (see first lesson).

References:

Balet, Jan. The fence. Delacorte, 1969.
In this Mexican tale, a rich and nasty man demands payment from his poor neighbors for their stealing the smell of his food. The poor man comes up with a clever solution. Children can be asked to help think of possible solutions before the one in the story is shared.

Lord, John Vernon. The giant jam sandwich. Houghton Mifflin, 1972.
Story told in lively rhyme of how the people of a little town ingeniously plan to rid themselves of four million wasps. Children can be asked to help think of possible solutions before the one in the story is shared.

Obrist, Jurg. The miser who wanted the sun. Atheneum, 1984.
A Swiss tale about a miser who mistreats a tailor's family after they make him a gold coat. He gets his comeuppance when he asks for the sun. Children can be asked to help think of possible solutions before the one in the story is shared.

Name _____

Date _____

You are playing with your friend and your ping pong ball falls into a very deep hole. It is so deep that you can't use your hands or even a stick to get the ball out. In order to continue playing you must get the ball out. What can you do?

Directions: Do each question in numerical order.

1. What is the problem?_____

2. List any questions you need to have answered before you can solve this problem.

_____

_____

_____

_____

3. List all the different ways you can think of to solve this problem. Number each idea.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. Our decision is _____ because _____.

5. What will be the consequence(s) of your decision?

_____

_____

_____

Lesson Title: Problem Solving--Five Steps

Student Objectives:

Health--Demonstrates the use of a five-step process in problem solving.

Language Arts--Relates what is heard or read to own needs, values, and behaviors.

Materials: Chart paper
Problem solving situation cards
1 worksheet/student

Grade Level: 3

Teaching Procedure	Purpose
1. Prepare enough situation cards for each group of 3 students to have one.	
2. INTRODUCE the lesson. "In each of our lives we'll be making many decisions. Some decisions are easier to make than others, and sometimes it's hard to make any decisions at all, especially when we equally like or dislike the choices we have." "In just a few minutes you'll get a chance to make ten decisions. REMEMBER, THERE IS NO RIGHT OR WRONG DECISION. Just do what you think is best."	Develop relevance, interest and awareness.
3. Designate one side of the room as the "agree" side and the other side as the "disagree" side. Explain to the students that after you read each statement (below) they are to move to the appropriate side of the room.	Provide students with direct experience.
Encourage the students to share the rationale for their choices after the statement is read and sides have been taken (as time permits). ACKNOWLEDGE the students who do not submit to peer pressure. a. This is a really good school. b. Peanut butter is delicious. c. Dogs should be chained up and not allowed to run loose. d. It's okay to cheat sometimes.	Provide positive support in accepting all answers. Encourage students to think for themselves.

e. The time children are in school should be longer.

f. Smokers should be able to smoke cigarettes anywhere they want.

g. Recess time should be longer.

h. It's okay to eat junk foods sometimes.

i. Teachers should assign homework everyday.

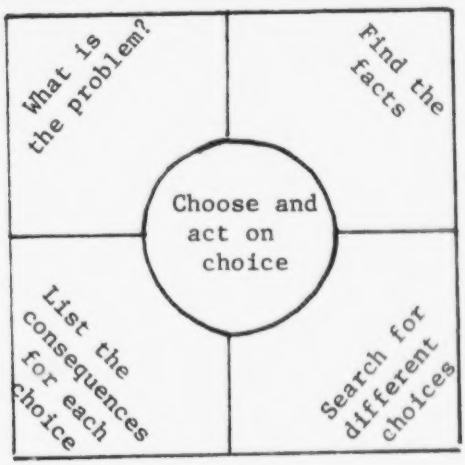
j. It's okay for a parent to hit a child to punish him/her.

After they have made the ten choices, elicit the students' reactions to the activity.

"How did you feel when you had to decide which side to go to?"

Help students relate their feelings to the lesson.

4. Draw a DIAGRAM on the chalkboard of the five-step process of problem solving. EXPLAIN to the students that when they have to make a big/important decision, this is a method they can use to help solve their problem.


What is the problem?
Find the facts
Choose and act on choice
List the consequences for each choice
Search for different choices

Assess students' understanding of the VOCABULARY. If necessary, define words such as "consequences", "search," etc. Then have the students SEQUENCE the steps.

"What is the first thing you would do if you had a problem?. . ."

Determine students' level of language and experience. Guide thinking/processing of information.

5. Use the CHART PAPER to solve a problem together as a class. A sample scenario might be as follows:

   "You're walking home and you find a dog with no collar. You love dogs, but your mother has told you that you can't have one."

   Facilitate comprehension.

6. Have the students form groups of 3-4, for a total of at least eight groups. (Ideally, non-readers will be sitting with readers.) Give each group a problem solving SITUATION CARD. (It is important to have at least two groups solving the same problem. That way the students can see alternative choices.)

   Accomodate different learning styles through the use of different group configurations.

   Pass out a WORKSHEET to each student and give them these instructions:

   a. Review the five-steps with group members.

   b. Fill out the worksheet with each other's help but do Step 5 individually.

   c. They will have 15 minutes to complete their work.

   d. Choose one member to share their work with the class.

   After 15 minutes, invite the students to join together in one large circle and sit next to their group members.

   Provide moral support for each other.

   Call on one member from each group to share. Each student needs to read the sitation card first before sharing the information on his/her worksheet.

   Validate students' learning.

7. Conduct a large group DISCUSSION to bring out the advantages and disadvantages of involving others in the problem solving process.

   Guide thinking/ processing of information.

   "How do you feel about hearing how others solve their problem?"

   "Now that you've heard others' choices and consequences, would you change the choice you made in Step 5?"

   "If you wanted some help in solving a problem who would you go to?"

   "If you went to that person, at which step would you want some help?"

"Would you want someone making your choices for you? Why or why not?"

8. Have the students write in their learning logs (see first lesson).

References:

Burns, Marilyn. Book of think. Little, Brown, 1976.
A collection of brainteasers, riddles, and projects designed to build mental muscle and develop skills of logic and communication. Useful teacher reference.

Burton, Virginia Lee. The little house. Houghton Mifflin, 1942.
The rise of a city around a little house leads to such urban problems as noise, pollution, and traffic. A good story to discuss in terms of weighing consequences, posing alternative options.

Ginsburg, Mirra. Two greedy bears. Macmillan, 1976.
Hungarian folktale of two bickering bears who are taught a costly lesson by a clever fox. Useful to build into lessons on weighing consequences and looking for alternative solutions.

You have invited a friend to your house to watch T.V. Another friend calls and wants to treat you to the movies. What will you do? A	You have invited a friend to your house to watch T.V. Another friend calls and wants to treat you to the movies. What will you do? A
Your friends wants you to join them playing a trick on one of the kids in class. You like this person but don't want your friends to leave you out. What will you do? B	Your friends wants you to join them in playing a joke on one of the kids in class. You like this person but don't want your friends to leave you out. What will you do? B
You are at a friend's house. You are supposed to go home now, but you are having such a good time that you don't want to go. Your friend begs you to stay. What will you do? C	You are at a friend's house. You are supposed to go home now, but you are having such a good time that you don't want to go. Your friend begs you to stay. What will you do? C
Your best friend wants you to go to his/her house but you haven't asked your parents for their permission. They will not be home for another hour. What will you do? D	Your best friend wants you to go to his/her house but you haven't asked your parents for their permission. They will not be home for another hour. What will you do? D

Problem Solving--Five Steps

Name _____

Date _____

Directions:

1. Read the situation card very carefully.
2. Circle the letter that is on your situation card: A B C D
3. Fill in the blank spaces. The first box is partly done for you.

Step (1) What is the problem ____ ?

What should I do?

Step (2) Find the facts.

Step (5) Choose one of the solutions.

Step (4) List the consequences for each solution.

Step (3) Search for different solutions. (Number each one.)

Lesson Title: Lungs and Cigarettes**

Student Objectives:

Health--Concludes that smoking interferes with the respiratory system, and is linked to cancer.

Language Arts--Uses information heard or read in meaningful and relevant ways.

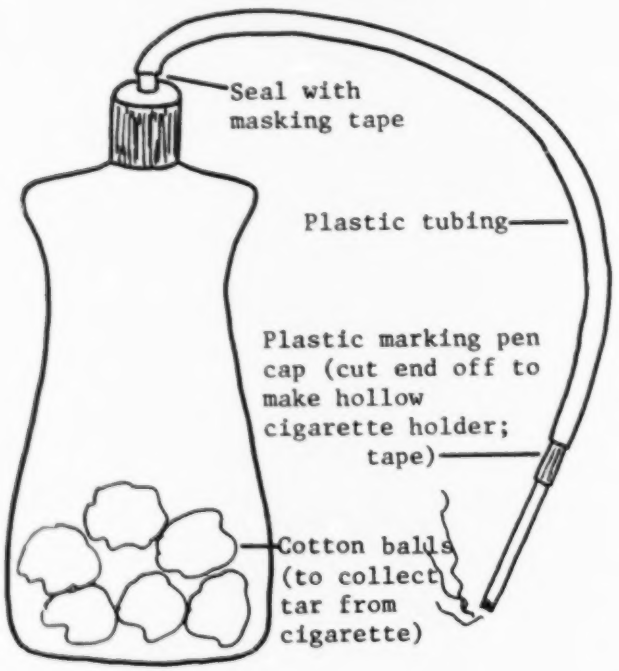
Materials: Poster of the respiratory system, and a mechanical smoker*
Cigarettes
Pamphlet ("If you smoke--here's what your doctor may see")

Grade Level: 3

Teaching Procedure	Purpose

*Refer to the PROJECT CHOICE curriculum kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the lesson plan and materials for Activity Seven from the third grade kit.

You can also make your own mechanical smoker with a clear plastic squeeze bottle, fish tank tubing, a plastic marking pen cap, and masking tape.


Seal with masking tape
Plastic tubing
Plastic marking pen cap (cut end off to make hollow cigarette holder; tape)
Cotton balls (to collect tar from cigarette)

Note: The "If you smoke. . ." pamphlet contains photographs of normal and cancerous lungs (available in the Central Oahu Teacher Center at Aliamanu Elementary School). If you call the Cancer Information Service, they will send you up to 10 FREE copies.

Step 1 (show poster and explain respiration) — Provide content information.

Note: "Bronchus" is another term for the bronchial tube, of which there are two. "Alveoli" is pronounced al-vee-oh-lie.

Step 2 (students inhale and exhale as you summarize different respiration) — Accommodate learning styles.

Step 3 (use mechanical smoker to demonstrate the effect of smoking on the lungs) — Provide students with a simulated experience.

Step 4 (explain how smoking damages the body) — Provide content information.

Note: Second-hand or sidestream smoke is smoke from the burning end of the cigarette. This smoke is not filtered in any way. It contains even more tar and nicotine than inhaled smoke. Inhaling second-hand smoke causes the same physiological responses for the non-smoker as for the smoker. It is for this reason that respiratory illness occurs twice as often to young children whose parents smoke at home, compared to children with non-smoking parents.

Have the students write a letter to someone they know who smokes. The purpose for writing the letter will not be to moralize, but to simple share the knowledge they gained from the lesson. — Provide students with means to practice skills and learnings.

Lesson ideas contributed by Janice Itsuno.

References:

"Be smart...don't start." (Film) Filmfair Communications, 1981. 16 min. (DOE film cat. no. 7523)
Discusses damages smoking causes to the body, its addictive powers, analysis of the ingredients of tobacco.

Madison, Arnold. Smoking and you. Messner, 1975.
Makes a case against smoking and clearly explains its effects on the respiratory system and the body's organs.

Sonnett, Sherry. Smoking. Watts, 1977.
Discusses how smoking affects people physically and the diseases it promotes.

**Project Choice--A curriculum in Cancer Prevention, Grade Three, Activity 7, by Fred Hutchinson Cancer Research Center. Seattle, Washington: Comprehensive Health Education Foundation, c. 1984.

Lesson Title: Passive, Aggressive or Assertive

Student Objectives:

Health--Describes the set of behaviors that will counteract negative peer pressure.

Language Arts--Contributes to discussion on a specific topic.

Materials: Videotape ("Eh...Grow Up Tanya!")*
Video cassette recorder
Television
1 survey/student
1 worksheet/student

Grade Level: 3

Teaching Procedure	Purpose

*A duplicate tape can be borrowed from the Central Oahu Teacher Center at Aliamanu Elementary School. To get your own duplicate tape, request the loan of the original tape from the Cancer Research Center of Hawaii and get their permission to reproduce it. Then take the original and blank videotape to the Technical Assistance Center (TAC) and request that a copy be made.

Note: The videotape was made in Hawaii. It features a comical hand-puppet and three real teenagers. Tanya, the aggressive character, smokes cigarettes and is boy-crazy. Lani, the passive one, is Tanya's friend and a non-smoker. Kimo is Lani's brother. He is an assertive non-smoker. With Kimo's help, Lani becomes more assertive and is able to withstand Tanya's urgings to smoke cigarettes.

1. Pass out a SURVEY to each student and INTRODUCE the lesson.

   "In order to get ready to watch this videotape that I have for you on smoking, I'd like you to fill out this survey.

   Purpose: Determine students' level of language and experience. Develop relevance, interest and awareness.

2. When they have completed the survey, determine the students' understanding of "passive," "aggressive," and "assertive." Define the words if necessary. EXPLAIN that the three teenagers in the videotape each have a different personality--one is aggressive, one is passive, and one is assertive.

   Purpose: Integrate vocabulary.

   Instruct the students to watch the videotape carefully to see who has which personality, and to see if they can name the person who becomes more assertive.

   Purpose: Guide thinking/processing of information.

3. Show the VIDEOTAPE.

4. Pass out WORKSHEET to students and instruct them to complete it to the best of their ability.

   When they have finished, DISCUSS the students' answers. Bring out the positive and negative aspects of each of the three personality traits by eliciting students' responses.

   "What is good/bad about being _____?"

   "Who was the happiest and most self-confident person in the videotape?" (Kimo)

   "Who is least likely to be pushed into doing something he/she doesn't want to do? What kind of personality does he/she have?" (Kimo, assertive)

   If it doesn't come out in the discussion, point out that they don't have to smoke just because their friends do.

5. Have the students write in their learning logs (see first lesson).

Provide students with a vicarious experience. Have students synthesize and generalize from their experiences. Guide thinking: compare and contrast.

References:

"Inside/out." (ETV)
Series of 30, 15-minute programs designed to help the whole child develop a personally effective lifestyle--how to cope with name calling, strong feelings, bullies, etc.

Keats, Ezra Jack. A letter to Amy. Harper, 1968.
The dilemma faced by a boy who wants to invite a girl to his all-boy birthday party.

"The learn from disappointments game." (Film) Alfred Higgins Production, 1979. 11 min. (DOE film cat. no. 7322)
A young girl receives advice from Mr. Mac, a handy repairman, as to how best to cope with disappointments.

Weiss, Nicki, Maude and Sally. Greenwillow, 1983.
When two best friends are separated over a summer, they discover that having more than one friend makes everything better.

Passive, Aggressive
or Assertive

SURVEY

1) Have you ever smoked a cigarette?

Yes No

2) Will you smoke cigarettes when you grow up?

Yes No Maybe

3) Does anyone in your family smoke cigarettes? Yes No
Circle which relative(s) smoke.

Mother Aunt

Father Uncle

Sister Cousin

Brother

4) Do any of your friends smoke cigarettes?

Yes No

5) Will any of your friends smoke cigarettes when they grow up?

Yes No Maybe

6) If someone you like very much asks you to do something you don't want to do, what will you tell that person?

Passive, Aggressive
or Assertive

Name _____

Date _____

1) What was the videotape about?

2) Who were the main characters in the TV program?

3) Who was AGGRESSIVE? Why?

4) Who was PASSIVE? Why?

5) Who was ASSERTIVE? Why?

6) Who would you rather be like: Tanya, Lani or Kimo
Why?

7) What did you like about the TV program?

8) What didn't you like about the TV program?

9) If someone you like very much asks you to do something you don't want to do, what will you tell that person?

Lesson Title: Too Much of Anything Is No Good**

Student Objectives:

Health--Describes the effects of alcohol on the body.

Language Arts--Recalls cause and effect details stated in what was heard or read.

Materials: Filmstrip and cassette tape ("Too Much of Anything Is No Good")*
Cassette tape player
Filmstrip projector and screen
Drawing/writing paper

Grade Level: 3

Teaching Procedure	Purpose
*Refer to the audiovisual teaching kit called CHUG-An Elementary Alcohol Education Kit (available in the Central Oahu Teacher Center at Aliamanu Elementary School). Use the Teacher's Guide and materials for the lesson titled "Too Much of Anything Is No Good" (Lesson Plan #1).	
1. INTRODUCE the lesson by displaying the poster of the Chug. Elicit students' responses to determine the students' interest in regards to the poster.	Develop interest and awareness.
2. Determine the students' understanding of the vocabulary in the filmstrip e.g. "toll," "balance." If necessary, define the words.	Determine students' level of language and experience.
3. Show the FILMSTRIP. Then review and DISCUSS the filmstrip. "Why did Mr. Chug like to eat so much?" (made up of parts of animals that had big appetites) "How was Mr. Chug feeling? How did he look?" (sick, pink in color instead of blue) "Why was Mr. Chug feeling sick?" (drank too much alcohol) "What are some different kinds of alcohol?" (beer, whiskey, wine) "What happens when a person drinks too much alcohol?" (lose balance, do things you don't usually do, feel sick, hurt brain and liver)	Guide thinking/ processing of information.

"What does it mean when we say a person is 'drunk'?" (has had too much alcohol)

"What can happen when a person who is drunk drives a car?" (may hurt him/herself and others)

"What part of your body cleans the bad things out of your blood?" (liver)

"What parts of the body can be hurt by too much alcohol?" (brain and liver)

"If a person's liver wears out, can he/she get a new one?" (no)

4. Have the students write in their learning logs (see first lesson).

Follow-up Activity:

Instruct the students to create their own imaginary monster/creature. Have them write a brief description regarding the monster/creature's personality, and the "too much of anything" in this monster's life. Have the students share their descriptions and/or illustrations with the class.	Utilize imagination and visualization. Have students synthesize and generalize from their experiences. Recognize students as authors.

References:

Forrai, Maria S. Look at alcoholism. Lerner, 1977.
Graphic photos clearly depict the problems of alcohol abuse.

Marshall, James. Yummers! Houghton Mifflin, 1973.
Emily Pig takes a walk for exercise but winds up making more snacking stops and gets a tummy ache.

Seixas, Judith S. Alcohol - what it is, what it does. Greenwillow, 1977.
Straightforward information about alcohol and its effects on mind and body. Intended for upper elementary students but useful as a teacher resource for primary grades.

**"Too Much of Anything Is No Good," CHUG-An Elementary Alcohol Education Kit. Princeton, New Jersey: Film Loops, Inc., c. 1979. (P. O. Box 2233, Princeton, New Jersey 08540)